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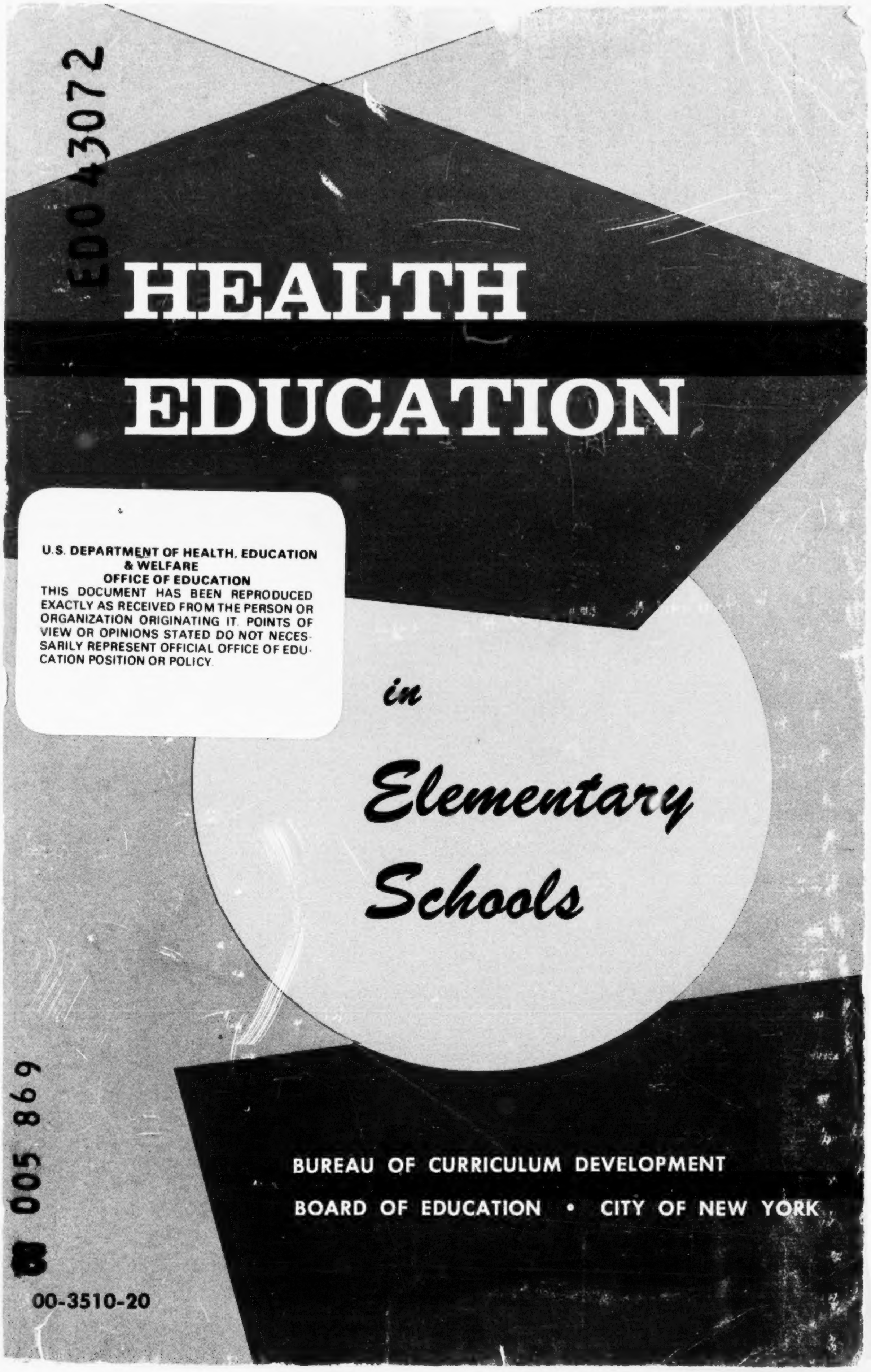
ABSTRACT

This publication serves as a basic instrument for health instruction in the elementary grades. It has been designed for adaptation in meeting the differing needs of New York City pupils. The format of the bulletin enables the teacher to plan specific lessons with health learning supplemented by recommended pupil activities through a basic set up on concepts, content, and activities listed on each page to coordinate with a general topic, such as clothing, safety, eyes and their care, ears and their care, nutrition, dental health, mental health, exercise rest and sleep. In addition, a suggested schedule for the allocation of time to be spent on each topic is included. The book is set up by grade level, prekindergarten through grade six, under which all topics are listed, and presented according to grade level. (KJ/Author)



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HEALTH EDUCATION

in Elementary Schools

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CURRICULUM BULLETIN • 1969-70 SERIES • NO. 2

HEALTH EDUCATION

in

Elementary Schools

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Foreword

Good health for all pupils is a major objective of the curriculum at all school levels. This publication, *Health Education in Elementary Schools,* will serve as a basic instrument for health instruction in the elementary grades. It has been designed for adaptation in meeting the differing needs of New York City pupils.

The format of the bulletin enables the teacher to plan specific lessons with health learnings supplemented by recommended pupil activities. In addition, a suggested schedule for the allocation of time to be spent on each sub-area is included.

This bulletin is another powerful tool in the array of materials, special programs, in-service courses, and other services which the New York City schools have assembled in their attack on health problems.

SEELIG LESTER
Deputy Superintendent of Schools

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Abraham Marten, Assistant Director of Health and Physical Education, served as the chairman of the committee that prepared this publication. Its membership included: Daniel Aquaro, District 11 Health and Physical Education Counselor; Arthur Donovan (retired), District 8 Health and Physical Education Counselor; Peter Dwyer, District 8 Health and Physical Education Counselor; Margaret Grant, District 25 Health and Physical Education Counselor; Pearl Gureasko, former District 16 Health and Physical Education Counselor; Frank Moran, District 7 Executive Administrative Assistant; Alfred Matheson, District 2 Health and Physical Education Counselor; Abraham Sperber, Assistant Principal, P.S. 110, The Bronx; John J. Towers, District 14 Health and Physical Education Counselor; Theodore Wiesenthal, District 10 Executive Administrative Assistant; Norman Zahn, Assistant Principal, P.S. 147, Queens.

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Introduction

Health education is concerned with all varieties of experiences which help children to develop desirable patterns of health behavior at home, in school, and in the community. The concept of health as freedom from disease or from physical defects has been replaced by the credo that health is a state of physical, mental, and emotional well-being which enables the child to achieve the greatest satisfaction in his personal and social life. The child who has learned to accept and to live with a disability may enjoy a fuller measure of health, happiness, and success than the so-called "healthy" child who is constantly at odds with the world.

Health learning is the process through which health information or knowledge is changed into desirable health practices. Knowing what constitutes good health does not always insure desirable health practices. Many children know that milk is essential to health yet refuse to drink it. These same children may suddenly change their attitude because of the desire to be part of a group who drink midmorning milk in school. Therefore, the approach to health teaching should be dynamic enough to capture the interest of the child and should sustain that interest long enough for habits to be established. The emphasis should be on developing an appreciation of the wonderful gift of health and the need for learning while very young how important it is to safeguard and maintain good health.

In accomplishing the goals of health teaching, the teacher is aware of the interpersonal and environmental factors which contribute to healthful school living. She creates and maintains a tension-free classroom atmosphere by helping to establish mutually warm and understanding relationships with and among children.

In addition, she demonstrates concern for the physical aspects of classroom living which are inherent in a health teaching program: effective use of materials for room decoration, adaptation of furniture placement to meet space needs, seating arrangements geared to individual requirements, and maintenance of proper lighting and ventilation standards.

The content of this bulletin is designed to meet the basic needs of elementary school children. Health teaching is more successful with young children when taught during the daily routines of the early childhood program. It must be flexible to meet the needs of young children. Health learnings are ongoing throughout the day. For grades three through six, the chart on page 6 offers a suggested minimum allocation of time as a guide for the teacher. Whenever possible, this minimum allocation may be expanded to provide a more comprehensive consideration of subject matter.

In the early elementary grades, prekindergarten through grade two, health teaching should be informal, based on situations as they occur, as well as through planned activities. While incidental health teaching is often more appropriate, planned health teaching is necessary in order to give children the well-rounded background of basic elementary information essential for the development of desirable health practices.

As the child matures, he becomes increasingly self-reliant in maintaining good health, in helping to solve his own health problems, and in considering the health protection of his group. It is necessary, therefore, for the teacher to plan for direct instruction in health through the unit approach or the developmental lesson.

CHARACTERISTICS OF THE GROWING CHILD

The following are characteristics which may be found in children aged four to twelve. Though each child is an individual, there are many characteristics which may be common to all children of a particular age group. Frequently there is little obvious difference between one age group and another.

THE FOUR-YEAR-OLD

is active and alert
cannot sit still for long periods of time
enjoys vigorous play
is beginning to develop his powers of concentration
has a short attention span
finds it difficult to share with others
plays and works alone and/or in a small group
likes to engage in dramatic play
tires easily
is susceptible to communicable diseases
likes to manipulate and experiment with concrete materials
learns through play

THE FIVE-YEAR-OLD

likes to work and play in small groups
shifts from one group to another
gives evidence of well-developed gross motor activity
thrives in the "here and now"
learns from first-hand experiences
learns through play
is not ready to sit at a table or in a circle for long periods of time

THE SIX-YEAR-OLD

enjoys group play
gives evidence of the appearance of permanent teeth
is one in whom the heart is growing rapidly
is one in whom the eyes are not fully mature
is usually more aggressive than the four- and five-year-old
enjoys competition
will regress if required to perform mental or physical tasks beyond his maturity
has a short interest span
is interested in dramatic play

THE SEVEN-YEAR-OLD

often plays with another child
worries about his place in the group
is eager to please and to cooperate
is very talkative
tends to exaggerate
is becoming concerned about right and wrong
is developing control of his fine muscles
is unable to sit still for extended periods of time
finds that his eyes are not yet fully ready for close work
is beginning to assume responsibility for the care of his possessions
listens to and shares ideas with others

THE EIGHT-YEAR-OLD

enjoys group activity
accepts simple rules and directions
grows in awareness of time (past and present) and time sequence
responds to peers in activities, dress, and ideas
develops small-muscle control needed for eye-hand coordination
has boundless energy
finds it difficulty to accept criticism
likes to collect objects

THE NINE-YEAR-OLD

is very curious
looks for excitement
wants to perform physical tasks
is on the threshold of "hero worship"
is imitative
reads stories with emotional impact
is more interested in group success than individual achievement
cooperates in peer projects
enjoys being a member of a club

THE TEN-YEAR-OLD

is generally easygoing
cries very seldom
becomes angry, not frequently, but immediately and violently
thinks he is humorous, but generally is not funny to adults
does not usually mind being left alone
leans toward practical jokes and punning

finds it difficult to repeat jokes correctly, misses the point of many jokes
finds much happiness in simple things
is not too interested in competition; sometimes likes to excel in sports, but not in classroom lessons
admits some feelings of jealousy, mainly of the possessions of others
cries sometimes when feelings are hurt

THE ELEVEN-YEAR-OLD

tends to act proudly, selfishly, belligerently, argumentatively, and uncooperatively with parents
tends to act politely, factually, seriously, honestly, and confidingly with other adults
responds to anger frequently, violently, physically, and verbally
thinks of himself as happy, yet has many fears, many worries, and many tears
fears being left alone in the dark, yet states he is not afraid of the dark
laughs at misbehavior in school
enjoys comics, "funnies," and television comedies
feels sadness deeply
is highly competitive
feels jealous of siblings
likes to take revenge
fights back when feelings are hurt

THE TWELVE-YEAR-OLD

tends to be outgoing, enthusiastic, over-generous
is relatively uncomplicated; has more fears, fewer worries, less jealousy; cries less
deals with others, and can be dealt with, through his sense of humor, which is now funny to adults
tends to fear being alone or out in the dark; also fears crowds and high places
has a pronounced interest in sex and smutty jokes
occasionally has feelings of sadness
tends to want to be in the middle of any competition; does not always wish to be first or last
has little or no desire for revenge
sometimes covers up his hurt feelings by ignoring other people's caustic remarks

SUGGESTED ALLOCATION OF TIME

Areas	Minimum Hours Per Grade							
	Pre-K.	*K.*	*1*	*2*	*3*	*4*	*5*	*6*
1. Cleanliness and Health Protection	F	F	F	F	3	3	4	4
2. Clothing	F	F	F	F	2	4	N	N
3. Nutrition	F	F	F	F	3	4	7	6
4. Dental Health	F	F	F	F	4	4	3	3
5. Mental Health	F	F	F	F	2	5	5	5
6. Eyes and Their Care	F	F	F	F	4	3	4	4
7. Ears and Their Care	F	F	F	F	4	4	N	N
8. Safety and First Aid	F	F	F	F	3	3	3	3
9. Exercise, Rest, and Sleep	F	F	F	F	2	3	3	3
10. Alcohol, Tobacco, Drugs, and Substance Abuse	N	N	N	N	N	3	5	5
11. Human Growth and Development	N	N	N	N	N	N	3	3

Key: F — Flexible, ongoing throughout the year. Based on teaching informal classroom activities.

N — No specific content. As the need arises, refer to topics dealt with in other grades.

PREKINDERGARTEN

Cleanliness and Heatlh Protection

HEALTH LEARNINGS *Recommended Time Allotment:* Flexible

Recognizing the importance of washing hands before eating

Recognizing the importance of washing hands after using toilet

Accepting the need for covering one's mouth and nose when sneezing or coughing

Understanding the importance of reporting symptons of illness to one's parent or teacher

Content	**Suggested Learning Activities**
It is important to keep the hands clean.	Follow finger plays, such as "The Nails" and "My Handkerchief."
Always wash hands before eating. Always wash hands after using lavatory. Use soap and warm water when washing hands. In schools, dry hands with paper towel.	Dramatize the correct way to wash hands. Wash hands before and after snack time, after visiting toilet, after using paints and clay, under teacher and/or teacher aide guidance.
Cover the nose and mouth when sneezing or coughing.	
It is important to have a clean tissue or handkerchief nearby.	Observe where class tissue box is located. Take one tissue at a time, as needed.

PREKINDERGARTEN

Content	Suggested Learning Activities
	Practice covering nose and mouth with tissue or handkerchief.
	Discuss importance of having both nostrils open when blowing nose.
It is important to dispose of tissue after use.	Discuss the correct manner of disposing of tissue.
A used handkerchief should be kept in pocket.	Make pocket out of oilcloth or construction paper for used handkerchief.
When a child feels sick, it is important for him to notify his parent or teacher immediately.	Dramatize what mother does when one is ill.
Teacher sends note to nurse or school doctor.	
Early discovery of illness is important to prevent it from becoming more serious.	

Vocabulary

Children begin to imitate teacher's use of new words as they participate in suggested activities. Such words might include: cough, cover, handkerchief, sneeze.

EVALUATION

Teacher observes improved attitudes with regard to the washing of hands after toilet visits.

Teacher notes evidence of improvement in the use of a handkerchief or tissue when sneezing or coughing occurs.

Teacher-parent conference may indicate that children are reporting symptoms of illness during the early stages.

Clothing

HEALTH LEARNINGS *Recommended Time Allotment:* Flexible

Learning to dress independently

Appreciating the need for putting clothing away in an orderly fashion

Understanding the correct way to manage shoelaces, zippers, and buttons

Content	**Suggested Learning Activities**
Children learn to dress themselves independently.	Put on and take off coats, sweaters, and raingear, under teacher direction, as part of daily routine.
Dressing oneself may be necessary in times of emergency.	Look at and talk about pictures showing children taking off and putting on clothing.
Dressing themselves helps to make boys and girls become self-sufficient.	
Children learn routines and skills related to care of clothing.	
Clothing should be put away neatly in assigned area.	Dramatize the correct method of putting clothing away. Learn to recognize individual symbol over clothing hook as one places clothing in closet and takes it out.
Room is safer and more attractive.	
Clothing lasts longer.	
Extra care should be taken with shoelaces, zippers, and buttons.	
Shoelaces should be tied carefully for purposes of safety.	Discuss the danger of wearing shoes with the shoelaces untied.

PREKINDERGARTEN

Content	Suggested Learning Activities
	Develop skill in tying shoelaces by tying own shoes, shoes of other children, large toy shoe, and old shoe brought from home.
Zippers should be handled carefully to prevent breakage.	Listen to a story and/or sing a song about zippers and buttons.
Buttons should be fitted into their proper buttonholes.	Use teacher-made chart with zipper, buttonhole and button, hook-and-eye, and snaps to gain experience in manipulation.
	Dress dolls.
Enlist parents' assistance in labeling clothing of children.	

Vocabulary

Children begin to imitate teacher's use of new words as they participate in suggested activities. Such words might include: boots, clothing, shoelaces, shoes, snap, sweater.

EVALUATION

Teacher observes children's improved facility in removing clothing at beginning of school day and dressing themselves at the end of the school day.

Teacher-parent conferences may determine if children have developed the habit of putting clothing away after it has been used.

Nutrition

HEALTH LEARNINGS *Recommended Time Allotment:* Flexible

Recognizing the importance of a good breakfast

Recognizing the importance of milk as a food

Developing a positive attitude towards trying different kinds of food

Content	**Suggested Learning Activities**
It is important for people to have a good breakfast every day. It supplies energy for the day's work and play. It helps to keep the body healthy.	Cut out pictures, under teacher guidance, of food eaten for breakfast and put on class bulletin board. Draw pictures of various breakfast foods and color them. Set the table in the housekeeping corner for a good breakfast. Arrange for parents to assist in preparing a breakfast for children in the classroom. Play with the "Fruit Puzzle."
Milk is an excellent food that helps to keep the body healthy and strong. Many families have milk at each meal.	
Children drink milk at lunch. Sometimes fruit juice is substituted at snack time.	Drink milk at snack time. Fruit juice is sometimes substituted.
Vegetables and some raw fruits (apples, pears, grapes, plums, and peaches) should be washed before they are eaten.	Wash vegetables before making a salad. Wash apples before a tasting party.
It is important for people to try different kinds of food.	Visit a local store, purchase fresh fruit, frozen juice, and canned juice. Taste and make comparisons. Visit the school cafeteria and observe workers preparing lunch. Eat new foods served at lunchtime.

PREKINDERGARTEN

Vocabulary

Children begin to imitate teacher's use of new words as they participate in suggested activities. Such words might include: breakfast, fruit, juice, lunch, milk, snack, vegetable.

EVALUATION

Do children seem brighter and more alert?

Are children able to tell why a good breakfast is important?

Do children taste and eat new foods readily?

Do children wash vegetables and some raw fruits before eating?

Do children enjoy drinking milk at snack time?

Dental Health

HEALTH LEARNINGS *Recommended Time Allotment:* Flexible

Developing an understanding that teeth should be brushed after eating

Developing an appreciation of the dentist as a friend who helps to care for teeth

Content	**Suggested Learning Activities**
Teeth should be brushed after eating whenever possible.	
Brushing helps to get rid of little pieces of food that are found between the teeth.	Look at and talk about pictures of children brushing their teeth.
Brushing makes teeth cleaner.	Dramatize correct way to brush teeth.
	Sing "This Is the Way We Brush Our Teeth."
Rinsing mouth helps when one can't brush the teeth.	Demonstrate the rinsing of the mouth by swishing water back and forth.

Content

The dentist is a friend who helps to take care of teeth.

- He checks teeth to see if they are healthy.
- He cleans teeth.
- He sees if they are growing straight and strong.
- He treats the teeth.

Parents are made aware of community dental facilities.

Suggested Learning Activities

Tell about visits to the dentist.

Dramatize visiting the dentist, using dentist and nurse puppets.

Tell stories of the dentist after looking at pictures.

Visit school dental office to meet dentist and dental hygienist.

Listen to story, "I Want to Be a Dentist."

Vocabulary

Children begin to imitate teacher's use of new words as they participate in suggested activities. Such words might include: dentist, teeth, brush, friend, visit.

EVALUATION

Teacher determines if children's teeth are clean.

From informal discussion, try to determine if children accept the dentist as a friend who takes care of their teeth.

Check dental control sheets to see if children are visiting the dentist.

Mental Health

HEALTH LEARNINGS *Recommended Time Allotment:* Flexible

Recognizing the need for sharing

Developing a positive self-image

PREKINDERGARTEN

Content	**Suggested Learning Activities**
It is important to share.	
Activities should be shared.	Share some pleasant experience with the class.
	Speak to friends on toy telephone.
	Use puppets to show how an unselfish child acts as he plays with others.
	Dramatize feelings when making someone happy.
Materials and facilities should be shared.	Listen to "Norman and the Nursery School."
Responsibilities should be shared.	
Children should take turns in working with the teacher.	
Snacks should be shared.	Share party refreshments with another class.
Each child is important.	Make get well cards.
	Sing "If You're Happy and You Know It."
Child identifies with class and school.	Respond in song to teacher's question, "Where is Mary?"
	Use individual pictures to identify belongings and to prepare a class photo album.
	Place individual pictures in class photo album.
	Complete outline of figures traced by teacher.
Children are alike, yet different.	Listen to the stories, "A Friend Is Someone Who Likes You" by J. W. Anglund and "My Dog Is Lost" by Ezra Keats.

Content	**Suggested Learning Activities**
	Use full-length mirror to identify and gain perception of self, to note likenesses and differences, e.g., boy, girl; tall, short.
Children have different talents and abilities.	Decide on gift for child in hospital, e.g., make a toy at the workbench; paint a picture; make a collage.

Vocabulary

Children begin to imitate teacher's use of new words as they participate in suggested activities. Such words might include: share, toy, make.

EVALUATION

Does teacher observe that children seem to share things more easily with others?

Do children seem happier when they share?

Do children wait their turn?

Do children share teacher's attention?

Eyes and Their Care

HEALTH LEARNINGS *Recommended Time Allotment:* Flexible

Understanding the importance of periodic eye examinations

Recognizing and appreciating the importance of wearing glasses when they are needed

Learning how to care for and protect one's eyeglasses

Content	**Suggested Learning Activities**
All children should have their vision tested once a year.	Play the game, "Show and Tell Which Way the Fingers Point" (E chart test for visual acuity). Sing "An Automobile Has Two Big Eyes."

PREKINDERGARTEN

Content	**Suggested Learning Activities**
	Follow finger plays, such as "Two Little Eyes."
	Use eyes to look for cars when crossing streets on a neighborhood walk.
If the eyes feel tired, they should be checked by a physician.	Dramatize a visit to an eye doctor.
If one squints, blinks or strains to see an object, the eyes should be examined.	Wear self-made masks; remove them; compare the ability to see.
It is important to keep eyeglasses clean.	Experiment with a bottle of window cleaner and tissues to clean a class mirror. Show how dirt affects the ability to see.
Dirty eyeglasses prevent one from seeing clearly.	Clean magnifying glass before examining objects.
Eyeglasses should be cleaned with cold clear water.	
Eyeglasses should be dried and wiped with a lint-free tissue or clean cloth.	
To keep eyeglasses clean and safe when not in use, place in eyeglass case.	

Vocabulary

Children begin to imitate teacher's use of new words as they participate in suggested activities. Such words might include: eyeglasses, eyes, clean, dirty, wipe.

EVALUATION

Do children for whom eyeglasses have been prescribed wear them when needed?

Do children take care of their eyeglasses?

Do parents follow up school's recommendation regarding need for eye examinations?

Ears and Their Care

HEALTH LEARNINGS *Recommended Time Allotment:* Flexible

Recognizing the importance of ears and hearing

Recognizing the need for care of ears

Content	**Suggested Learning Activities**
Through the ears we hear sounds around us.	
Voices of parents, teachers, and other children are heard.	Listen to tape recordings of own voice to hear how it sounds.
Other sounds, e.g., those of musical instruments, weather, animals, etc. are heard.	Use ears to listen for cars when crossing streets on walks through the neighborhood.
	Listen to a record or a tape recording of music.
	Listen for signal indicating end of activity.
	Play games in preparation for audiometer test.
	Close eyes and identify sounds.
	Listen to loud and soft sounds.
	Listen to chants.
	Listen to recording, "Muffin in the City, Muffin in the Country."
	Listen to stories, "Winter Noisy Book," "Summer Noisy Book."
Hearing must be protected.	
The ears must be kept clean.	

PREKINDERGARTEN

Content	**Suggested Learning Activities**
Fingers and objects must be kept out of ears.	
Ears are examined by a doctor during annual medical checkup.	

Vocabulary

Children begin to imitate teacher's use of new words as they participate in suggested activities. Such words might include: ears, sounds, hearing, fingers, enjoy, loud, soft, record, tape-recording.

EVALUATION

Are children able to hear and identify different sounds?

During the Daily Health Observation, the teacher observes the cleanliness of the ears.

Do parents take children for an annual medical checkup?

Do children refrain from putting things in their ears? Do they try to prevent others from doing it?

Safety and First Aid

HEALTH LEARNINGS *Recommended Time Allotment:* Flexible

Recognizing the importance of the policeman in directing traffic

Understanding the reasons for crossing at corners and observing traffic lights

Understanding the significance of reporting accidents to adults

Learning the procedure involved in fire and shelter drills

Recognizing the importance of safety at the workbench

Content	**Suggested Learning Activities**
The policeman directs traffic to help children cross the street safely.	Dramatize the policeman directing traffic. Play with policeman puppet.

Content	**Suggested Learning Activities**
	Look at picture of policeman. Discuss his work.
The correct place to cross a street is at the corner.	Use toy cars in the block area to show that streets are for cars.
	Follow finger play, "Look to the Left, Look to the Right."
	Listen to poem, "Stop, Look, and Listen."
Look for changes in the traffic light.	Use "Stop" and "Go" in the block area.
	Use "Walk" and "Don't Walk" in the block area.
A green light means that it is safe to cross.	Dramatize red lights and green lights in the classroom.
A red light means that it is not safe to cross.	Listen to story, "Red Light, Green Light."
A yellow light means wait for the red or green.	
Accidents should be reported to known adults.	Discuss the importance of reporting accidents to known adults.
	Listen to story, "Nurse Nancy."
Procedure for fire and shelter drills should be established.	Listen to signals for fire and shelter drills. Follow directions. Walk in line, holding partner's hand.
Safety rules must be observed at the workbench.	Look at tools. Listen to the teacher name tools and explain their purposes. Use tools under teacher guidance.
Only two children work at workbench at a time.	
Workbench should be away from traffic areas.	

PREKINDERGARTEN

Content	Suggested Learning Activities
See that tools are kept in a special place.	Put tools away in their proper place.

Vocabulary

Children begin to imitate teacher's use of new words as they participate in suggested activities. Such words might include: traffic, stop, go, left, right, red, green, policeman, walk, don't walk.

EVALUATION

Do children report accidents to school personnel?

Do children report to fire and shelter areas in a routine and efficient way?

Do children use the workbench area?

Do children use tools in a safe manner?

Do children put tools away in a secure place?

Exercise, Rest, and Sleep

HEALTH LEARNINGS

Recommended Time Allotment: Flexible

Appreciating the need for play

Recognizing the need for rest at appropriate times during the day

Content	Suggested Learning Activities
It is important to play.	Play with large toys.
	Balance on planks.
	Play with hoops and hollow blocks.
	Listen to poems, "Sliding," "Playing Ball."
	Use variplay for play activity.
	Use play steps.

Content	**Suggested Learning Activities**
	Talk about pictures displayed on flannel board which illustrate children sleeping, resting, and playing.
	Demonstrate movements of parts of the body—arms, hands, legs, and head.
It is important to rest before lunch, dinner, snack time, and after play.	Rest before snack time, before lunch, and after play time.
It makes the meal more enjoyable.	
It gives the body an opportunity to get back some of its strength.	
There are several ways to rest.	
Place head (resting on arms) on table.	Listen to soft music while resting head on table. (Eyes may be kept closed.)
Recline on mats.	
Lie on cots.	Sing "Resting Time Has Come for the Children."
	Put dolls to sleep in housekeeping corner.
	Listen to story, "Debbie and Her Nap."

Vocabulary

Children begin to imitate teacher's use of new words as they participate in suggested activities. Such words might include: play, rest, sleep, quiet.

EVALUATION

Do children engage in a variety of activities involving large muscles?

Do children rest?

KINDERGARTEN

Cleanliness and Health Protection

HEALTH LEARNINGS *Recommended Time Allotment:* Flexible

Recognizing the importance of washing raw fruit and vegetables before eating

Understanding the necessity of using one's own utensils

Recognizing the danger involved in sharing bites of the same piece of food

Realizing the importance of personal cleanliness in the prevention of disease

Appreciating the need for immunization against specific childhood diseases

Content	Suggested Learning Activities
It is important to wash raw fruits and vegetables before eating them. They may be dusty or dirty. They may have fallen on the ground. They may have been sprayed. They may have been touched by dirty hands.	Look for and cut out pictures of raw fruits and vegetables that require washing before eating. Use for class bulletin board, class booklet, or individual booklet. Wash fruits and vegetables before a cooking experience.

Content	**Suggested Learning Activities**
A person should have his own utensils for eating.	Set table for snack. Each child has his own straw and napkin.
Sharing the same cup, glass, or straw can spread disease germs.	Set table and housekeeping area.
Sharing knives, forks, and spoons can spread disease germs.	Individual utensils are provided for each child playing there.
It can be dangerous to share bites from the same piece of food.	Slice and cut fruits, candy, or other foods into individual pieces before serving to classmates.
Keeping clean helps us remain healthy and attractive.	Wash hands after arts and crafts, after using toilet, and before snack.
Wash and bathe often.	Wash dolls; comb dolls' hair; wash dolls' clothes.
Brush teeth after eating.	Listen to "The Little Kitten That Would Not Wash Its Face."
Keep hair neat and clean.	
Clothes should be clean.	
Wash hands and face when necessary.	
Doctors and nurses help keep us well by giving examinations and injections to prevent illness.	Visit school medical office to meet the doctor and nurse.
Vaccination against smallpox is given.	Dramatize a visit to the doctor.
Vaccination against poliomyelitis is given.	Use toy stethoscope in play area.

Vocabulary

Children begin to imitate teacher's use of new words as they participate in suggested activities. Such words might include: bathe, protect, raw, disease, vaccination, stethoscope.

EVALUATION

Teacher observes health habits at appropriate times during the day.

Teacher checks health records for required immunizations.

Clothing

HEALTH LEARNINGS *Recommended Time Allotment:* Flexible

Understanding the need for appropriate clothing for different seasons

Recognizing the need for appropriate clothing for work and play

Learning how clothing can be kept neat and clean

Content	Suggested Learning Activities
Seasonal weather determines the type of clothing to be worn.	Dress dolls according to weather.
In the fall, sweaters, light jackets, or coats are worn on cool or windy days.	Look at thermometer and determine the kind of clothing to wear in terms of temperature.
In the winter, heavy clothing is worn to keep us warm.	Cut out pictures of wearing apparel for fall, summer, winter, and spring.
In the spring, lighter clothing is worn because the days are getting warmer.	Play games in which pictures of clothing are classified according to seasons.
In the summer, lightweight clothing is worn to help us keep cool.	Discuss the kinds of clothing that keep us warm. Discuss the kinds of clothing that keep us cool.
	Touch different kinds of material, i.e., fur, wool, cotton and discuss when we would wear clothing made from such material.

Content	**Suggested Learning Activities**
	Take a trip to a neighborhood clothing store and notice types of clothing displayed for various seasons and various activities.
It is important to wear appropriate clothing for work and play.	
Paint and clay activities require the wearing of a smock or another covering.	Bring old shirts from home to be used as smocks during art activities.
If possible, change school clothes before going out to play.	Put on smock when working. Look at wedgie figures of community helpers. Notice work clothes.
	Look at pictures of community helpers. Notice work clothes.
It is important to take care of clothing.	Listen to story, "Jimmy Has Lost His Cap."
Clothes that are dirty should be washed.	Keep "dress up" clothes clean. Wash dolls' clothes.
Some articles of clothing should be hung on hangers at home and on hooks at school.	Check the proper hanging of garments on hooks at school.
Some articles of clothing should be folded neatly and put in the proper place.	Put smocks in proper place. Hang "dress up" clothes in proper place.

Vocabulary

Children begin to imitate teacher's use of new words as they participate in suggested activities. Such words might include: season, smock, winter, summer, spring, fall.

KINDERGARTEN

EVALUATION

Teacher observes children's clothing to determine whether or not it is appropriate for the season's weather.

Teacher observes whether or not children are keeping clothing clean.

Nutrition

HEALTH LEARNINGS *Recommended Time Allotment:* Flexible

Identifying foods that make a good breakfast

Developing good eating habits and sound attitudes toward foods

Content	**Suggested Learning Activities**
Breakfast is an important meal and should contain foods* that are helpful to the body.	Plan and eat a breakfast in class. Sing song, "Breakfast Time."
It should contain milk and/or milk products.	Cut out pictures of breakfast foods. Put them on class bulletin board or in class breakfast book.
It should contain juice from oranges, grapefruit, or tomatoes.	Play game, "What Is It?"
It should contain eggs.	Look at filmstrips, such as *Foods for Health*.
It should contain cooked or cold cereals.	
It should contain bacon or sausage.	
It should contain bread, rolls, and butter or oleomargarine.	Listen to "Baker Bill." Make bread.

* *Note: Children are not expected to include all of the foods suggested at any one breakfast sitting. They should, however, regard these foods as a weekly menu from which choices may be made.*

Content	**Suggested Learning Activities**
The table should look neat and attractive.	Make butter. Set the table for breakfast in the housekeeping area.
Chewing food well is an important health habit.	Discuss rules for chewing. Chew apples and celery. Chew food served at snack time and/or at lunch. Chew crackers at snack time.
Develop sound attitudes toward food.	Eat snacks in a relaxed atmosphere so that food can be enjoyed.
Food that has been dropped or partially eaten and cannot be finished should be thrown away.	Dramatize what to do with food that drops on the floor. Dispose of food that has been partially eaten but which cannot be finished.
Be careful not to drop food on the floor.	
Try not to waste food.	
It may be dangerous for one to share bites of food.	
Eat a variety of foods.	Teacher eats some new food at snack time. Children will follow the example of beloved adult. Eat seasonal foods, e.g., apples in the fall. Serve food in a variety of ways, e.g., apple juice, apple sauce, apple slices.

Vocabulary

Children begin to imitate teacher's use of new words as they participate in suggested activities. Such words might include: bacon, sausage, snack, breakfast, chew, food.

KINDERGARTEN

EVALUATION

Have children answer the following questions:

Which foods help to make a good breakfast?

Why should we chew our food well?

Why should dropped or dirty food be thrown away?

Dental Health

HEALTH LEARNINGS *Recommended Time Allotment:* Flexible

Recognizing the fact that losing baby teeth and getting permanent teeth are a normal part of growing up

Understanding that there is a correct method of brushing teeth

Content	**Suggested Learning Activities**
All children lose their first set of teeth. It is important to take care of baby teeth so that new permanent teeth will grow in properly. It is important to take care of baby teeth so that food may be chewed properly. It is important to take care of baby teeth in order to prevent disease. It is important to take care of the new teeth since they must last a lifetime.	Visit the dentist. Dramatize a visit to the dentist. Use dentist puzzle. Play with wedgie figures and/or rubber bendable figures of dentist or nurse. Discuss what happens when baby teeth fall out. Put a paper toothbrush next to your name when you have visited the dentist. Look at filmstrips, such as *The Loose Tooth.* Sing "Mary's Tooth."
It is important to clean teeth after eating. Brush the upper and lower teeth the way they grow. Upper teeth are brushed from gums down.	Look at filmstrips, such as *The Teeth*. Sing "Smile Please." Dramatize brushing teeth. Display on flannel board pictures of children brushing teeth.

Content	**Suggested Learning Activities**
Lower teeth are brushed from gums up.	Demonstrate brushing of teeth with large brush and cardboard set of teeth.
Rinse mouth with water after brushing or if brushing is impossible.	Dramatize proper care of toothbrush.

Vocabulary

Children begin to imitate teacher's use of new words as they participate in suggested activities. Such words might include: baby, permanent, upper, lower.

EVALUATION

Do children show enthusiasm about the loss of baby teeth by older brothers and sisters?

Have children answer the following questions:

Why do we clean our teeth?

How many sets of teeth do we have in a lifetime?

During the day, teacher observes cleanliness of children's teeth.

Teacher checks to see whether children have visited the dentist.

Mental Health

HEALTH LEARNINGS *Recommended Time Allotment:* Flexible

Appreciating the importance of respecting the rights of others

Appreciating the importance of learning to accept authority

Understanding the need for working with and helping others

Content	**Suggested Learning Activities**
It is important to respect the rights of others.	
Respect people.	Listen to story, "A Friend Is Someone Who Likes You."

KINDERGARTEN

Content	Suggested Learning Activities
Respect property.	Take turns using games and toys. Dramatize story, "Too Many Mittens." View films, such as *Other People's Things.*
Respect the safety of each other.	
There are times when a person must follow directions of those who are in charge. He may be a policeman. He may be a fireman. He may be a teacher. He may be a parent.	View filmstrips, such as *Obedience Pays.* Discuss why we should obey the following: policeman, fireman, safety guard, parent, teacher, and principal. Dramatize different types of workers, such as policeman, fireman, teacher, etc. Sing song, "Mr. Policeman." Play with policeman puppet. Play with fire truck. Listen to teacher.
A person's life may depend on obedience.	
A person who works is more apt to succeed.	Listen to story, "The Ant and the Grasshopper." Share in cleaning up after work-play activities. Listen to story, "Whistle for Willie." Sing song, "Busy Workers."

Content	**Suggested Learning Activities**
	Listen to recording, "Building a City."
	Use helping hand chart.
Helping others makes a person feel good.	Look at books, such as *Keiko's Birthday*.
	Make cookies and share with another class. Fill "Red Cross" stockings.
He makes friends.	Play at work-play areas with different classmates.
	Learn poem, such as "Friends."
He helps someone else feel happy.	Make presents for special occasions, such as "Mother's Day," "Father's Day," "Valentine's Day," etc.
	Make "get well" cards for sick classmate.
	Listen to and dramatize story, "The Lion and the Mouse."

Vocabulary

Children begin to imitate teacher's use of new words as they participate in suggested activities. Such words might include: work, happy, health, others, people, share, property.

EVALUATION

Teacher observes change in cooperative behavior during work-play activity.

Do children seem more willing to accept unpleasant or difficult tasks, as well as easy tasks?

Do children follow directions willingly?

Do children vary the choice of playmates?

KINDERGARTEN

Eyes and Their Care

HEALTH LEARNINGS *Recommended Time Allotment:* Flexible

Understanding the importance of wearing glasses when needed

Recognizing the importance of working with sufficient light

Content

People wear glasses to see better.

Vision should be tested once a year.

The eye doctor decides whether or not a person needs glasses and when they should be worn.

When glasses are not being used, they should be kept in a case.

Suggested Learning Activities

Experiment with a magnifying glass by moving closer to and farther away from objects.

Follow finger plays, such as "Here Are Grandmother's Glasses."

Use puppets to dramatize a visit to the eye doctor.

Talk about a new pair of glasses.

Compliment those who wear new glasses.

Look in mirror to see how well one looks with glasses.

Cut out pictures of people wearing glasses; paste pictures in class book.

Write class experience chart about different kinds of eyeglass frames worn by children in the class.

Look at glasses in window of the neighborhood optometrist.

Make up poems or riddles about eyes.

Visit neighborhood jeweler to look at magnifying glass he uses.

Content	**Suggested Learning Activities**
Keep glasses clean.	Wash magnifying glass; wash mirror.
	Clean glasses when necessary (for those who wear glasses).
It is important to work with good light.	Work and play in well lighted area.
	Relate how to sit when viewing television programs; for bulletin boards cut out pictures of things that help us to see, such as bulbs, sun glasses, etc.
Do not work in dark places.	Observe teacher adjusting shades according to the movement of the sun.
Ask adult to adjust shades to eliminate glare.	
Ask adult to adjust lights.	Observe teacher dimming lights at resting time.
Avoid looking directly at sun.	Arrange chairs to eliminate looking directly at light.

Vocabulary

Children begin to imitate teacher's use of words as they participate in suggested activities. Such words might include: glare, wear, light, dark, examine, magnifying, bulbs.

EVALUATION

Ask children the following questions:

Why do some people wear glasses?

Why do we need sufficient light for work and play?

Teacher observes children's willingness to wear glasses, if glasses are needed.

Ears and Their Care

HEALTH LEARNINGS *Recommended Time Allotment:* Flexible

Appreciating the fact that ears must be kept clean

Developing proper habits of cleaning the ears

Content	**Suggested Learning Activities**
Ears, like all parts of the body, must be kept clean.	Sing songs, such as "Mr. Ears."
In washing the ears, use a wash cloth with warm water and soap.	Look at a wash cloth. Look at a bar of soap. Write a simple experience chart about cleaning the ears. Demonstrate the cleaning of ears.
Rinse the ears with clean, warm water.	Look at pictures illustrating the cleaning of ears. Talk about the pictures.
Never use any hard or pointed object to clean the ear out.	Discuss what might happen if hard or sharp objects are used to clean the ears.
If an unusual amount of wax collects in the ear, have a doctor remove it.	Invite the school nurse to explain why wax should be removed from the ear by a doctor.
Do not put anything in the ears except a wash cloth.	
Cleaning the ears should be a daily practice.	Dramatize the daily practice of cleaning the ears.
It prevents the ears from becoming very dirty.	
A person looks better with clean ears.	

Content	**Suggested Learning Activities**
A person hears better when the ears are clean.	Listen to recordings, such as "Muffin in the City" and "Sounds Around Us." Listen to stories, such as "Noisy Book." Play games, such as "Whisper Game." Use individual earphones to listen to tapes or recordings. Play games, such as "Mother Cat and Three Kittens."

Vocabulary

Children begin to imitate teacher's use of words as they participate in suggested activities. Such words might include: cleaning, soap, wash cloth, wax, rinse, warm.

EVALUATION

Ask children the following questions:

How should we clean our ears?

Why is it important to clean our ears?

How should wax be removed from the ears?

Teacher observes whether or not the ears are clean.

Teacher observes whether or not children keep pencils, pens, crayons, and other objects away from their ears.

Safety and First Aid

HEALTH LEARNINGS *Recommended Time Allotment:* Flexible

Recognizing the assistance that the school and community offer in the safe crossing of streets

Understanding that there is a correct way to carry a chair

Appreciating the fact that the knowledge of one's name and address may help in emergency situations

Understanding the importance of knowing one's school, class, and room number

KINDERGARTEN

Content	Suggested Learning Activities
It is important to listen to and follow directions.	Follow directions of oral commission, such as "Walk to the door," "Come to see me."
Many people work to protect the safety of others.	Look at safety posters. Talk about the message conveyed.
The policeman and school crossing guard help children to get across the street safely.	Look at filmstrips, such as *Larry Helps the Policeman.*
Parent aides help children to stay in lines, thereby watching out for their safety.	Discuss ways to cooperate with parent aides.
Patrol boys help to direct traffic in and out of school.	Invite a parent aide, crossing guard, and patrol boy to visit classrooms and discuss safety procedures.
The school safety patrol helps children to cross streets safely.	Make a class mural showing school crossing guards, parent aides, and patrol boys helping children to cross the streets.
Older boys and girls patrol halls and staircases in the school building.	Cut out pictures of crossing guards, patrol boys, and policemen. Put them in a class safety book.
Chairs must be carried the correct way to insure safety.	
Pick the chair up with two hands.	
Carry the chair in front and not above the head.	Carry chairs properly when moving from one group to another or when making room for rhythms and games.

Content	**Suggested Learning Activities**
It is important for children to know their names and addresses.	Find names and addresses on address chart.
Look for policeman when lost.	
Children should give their name and address to the policeman.	Sing songs, such as "Remember Your Name and Address." Join the "Name and Address Club."
It is important to know one's school, class, and room numbers.	Look at the number of the school building. Look at the number of the classroom. Take pass with room number on it when leaving the room. Wear tag with school and class number on trip.

Vocabulary

Children begin to imitate teacher's use of words as they participate in suggested activities. Such words might include: address, carry, guard, patrol, parent, aides, chair, name, class.

EVALUATION

Ask children the following questions:

How do school crossing guards, patrol boys, and policemen help us?

Why is it important to know our names and addresses?

How should we carry our chairs? Why?

KINDERGARTEN

Exercise, Rest, and Sleep

HEALTH LEARNINGS *Recommended Time Allotment:* Flexible

Recognizing that running, skipping, galloping, bending, and stretching to music are a form of exercise

Learning how to relax

Developing a positive attitude toward the importance of regular bedtime procedures

Content	**Suggested Learning Activities**
It is important for young children to have plenty of wholesome exercise for growth and development.	
Running, skipping, and galloping are pleasant activities for young children.	Skip, gallop, and run to music records. Sing and skip to songs, such as "Who Will Come?"
	Gallop to songs, such as "Jonathan Wingo."
Stretching and bending exercises are fun.	Create a few exercises that include stretching and bending. Do these when children become restless.
	Follow finger plays, such as "Two Little Hands and Two Little Feet."
	Stretch to songs, such as "I Can Touch the Sky."
Children should learn to relax.	Imitate a rag doll sitting and falling.
	Relax before and after snacks.
	Rest after play.

Content	Suggested Learning Activities
It makes a person feel well.	
It helps to renew one's spirit and energy.	
It makes one work better.	
It is important to have bedtime routines.	
It is a good habit to go to bed at the same time every night.	Discuss why it is important to go to bed at the same hour each night.
	Set hands of toy clock to show proper time for retiring.
	Prepare the dolls in the housekeeping corner for bed.
Teeth should be brushed.	Make a class chart showing pictures which illustrate bedtime routines.
Hands and face should be washed.	
The body should be bathed in warm water, if necessary.	
The hair should be brushed.	
Say, "Good night," to members of the family.	Listen to stories, such as "A Child's Good Night" and "Good Night Moon."
	Sing songs, such as "My Mother's Face."

Vocabulary

Children begin to imitate teacher's use of words as they participate in suggested activities. Such words might include: fun, hair, wash, relax, rest, sleep, exercise.

KINDERGARTEN

EVALUATION

Ask children the following questions:

Why does a rag doll look relaxed?

What are some ways to make us sleep soundly?

What are some bedtime routines?

Teacher may notice that children seem rested and ready for work.

GRADE 1

Cleanliness and Health Protection

HEALTH LEARNINGS *Recommended Time Allotment:* Flexible

Understanding the importance of using one's own towel, washcloth, and other personal articles to prevent the spread of disease

Appreciating the importance of frequent bathing for disease prevention and control

Recognizing the importance of keeping hands, fingers, and objects away from one's nose, mouth, and face

Recognizing the need for remaining at home at the first sign of illness

Understanding and appreciating the role of the doctor in maintaining good health

Content	**Suggested Learning Activities**
A person must practice good health habits if he is to remain healthy and well.	Cut out pictures of objects that go together, such as soap and washcloth, toothbrush and toothpaste, and hairbrush and comb. Sing a health song to the tune of "Yankee Doodle Dandy." Dramatize getting ready for school.
Each boy and girl should have a separate towel, washcloth, hairbrush, comb, and toothbrush.	Develop an experience chart using pictures and realia to show articles needed for proper bathing.

GRADE 1

Content	**Suggested Learning Activities**
When bathing, a person should use his own washcloth, wash his own body with soap and warm water, and dry himself thoroughly with his own towel.	Listen to recordings, such as "Three Little Kittens." Prepare class experience chart illustrating good health practices. View films, such as *How Billy Keeps Clean.* Dramatize activities necessary for leaving the bathroom in proper order after bathing.
Using one's own clean hairbrush is a way to keep hair healthy and clean.	
Using one's own toothbrush correctly helps to keep teeth clean.	Recite poems, such as "See, I Can Do It." Sing songs, such as "When I Get Up."
It is important to bathe frequently in order to get rid of dirt and odors.	Discuss the fact that most animals practice some form of personal cleanliness. Sing songs, such as "Health Song." Listen to stories, such as "Your Skin and Mine."
It is important to keep hands, fingers, and objects away from one's nose, mouth, and face.	Cut from magazines or draw pictures of objects that hands touch during the day. Make a chart, using the pictures.
Hands carry disease germs. It is important, therefore, to wash hands before preparing food, before eating, and after using the toilet.	

Content	**Suggested Learning Activities**
A nailbrush will help the fingernails to become clean.	Look at a nailbrush. Demonstrate its use.
Many times, a cold is the first sign of an illness.	
A person should stay at home in order to avoid spreading the illness to someone else.	View films, such as *Let's Have Fewer Colds.*
A person should get plenty of sleep and rest.	Dramatize what should be done when one has a cold.
The family doctor helps boys and girls to keep healthy.	
He visits people when they are sick.	Listen to stories, such as "Madeline" and "Doctor Squash, the Doll Doctor."
He gives checkups and advice on how to stay healthy.	Sing songs, such as "My Doctor."
He gives inoculations to prevent certain diseases.	

Vocabulary

Children begin to imitate teacher's use of words as they participate in suggested activities. Such words might include: frequently, odor, preparing, separate, nailbrush.

EVALUATION

Teacher observes improved health practices relative to cleanliness.

Teacher notices that children are putting fewer objects into their mouths.

GRADE 1

Clothing

HEALTH LEARNINGS *Recommended Time Allotment:* Flexible

Recognizing the need for choosing clothing appropriate to the weather

Understanding the need for changing wet clothing when coming indoors

Recognizing the need for different clothing to be used indoors and outdoors

Learning to care for clothing when not in use

Content	**Suggested Learning Activities**
Different weather requires a variety of types of clothing.	
In the winter, warm, heavy clothing should be worn.	Cut out pictures of clothing that should be worn in the winter, the summer, and on rainy days.
In the summer, thin, lightweight clothing should be worn.	Listen to weather reports. Discuss kinds of clothing to be worn.
Rain clothes should be worn in rainy weather.	Listen to stories, such as "Red Mittens" and "My Red Umbrella." Recite poems, such as "Happiness." Sing songs, such as "On a Rainy Day." Discuss the best place to put wet raincoats, umbrellas, and boots.
Wet clothing should be changed when coming indoors.	
Changing wet clothing will help to prevent a chill.	

Content	**Suggested Learning Activities**
Wet clothing should be dried thoroughly.	
Dry clothing should replace wet clothing.	
Outdoor clothing should not be worn indoors.	Look at thermometer to determine room temperature.
The body can become overheated.	Discuss room temperature in relation to wearing apparel.
A person who wears outdoor clothing after coming indoors may get chilled upon going outdoors again.	View films, such as "Dress for Health."
Throughout most of the year, some type of heavier clothing is worn outdoors.	Make individual booklets of pictures illustrating outdoor wearing apparel.
It is important to know how to care for clothing when it is not in use.	
Clothing that is worn throughout the year should be cleaned frequently and well aired.	Sing songs, such as "What Shall I Do?"
Seasonal clothing should be stored properly.	Develop a class experience chart illustrating seasonal clothing.

Vocabulary

Children begin to imitate teacher's use of words as they participate in suggested activities. Such words might include: change, chill, choose, heavy, thin, weather, seasonal.

EVALUATION

Teacher observes children to see whether or not they are wearing adequate and appropriate clothing to school.

Teacher watches for improvement in practices regarding removal of wet outer clothing after entering school.

Teacher observation may reveal increased understanding on the part of pupils about why some clothing is for indoor use and other clothing for outdoor use.

Ask children the following questions:

How should one dress in rainy weather?

Why should heavy clothing be worn outdoors rather than indoors?

Why should wet clothing be removed when people come indoors?

Nutrition

HEALTH LEARNINGS *Recommended Time Allotment:* Flexible

Recognizing some foods that help to make the body strong

Developing an attitude that will limit the use of candy and other sweets

Learning to make the entire eating process a pleasant and beneficial one

Content	**Suggested Learning Activities**
There are many foods that help to make the body strong.	Take a trip to a local food store. Look at books, such as *The First Book of Supermarkets.* Play "store." Purchase foods that will help make our bodies strong. In the housekeeping corner, play with boxes and cartons representative of healthful foods, such as milk, cereals, and vegetables. Use wooden animal figures to discuss which animals give various kinds of food.

Content	Suggested Learning Activities
Milk is a food that helps to strengthen the body.	Keep a record of the number of glasses of milk children drink in a day.
	Find pictures of foods that contain milk or milk products.
	Use milk in a class cooking experience, such as preparation of pudding.
Meats are also foods that produce strength for the body.	Cut pictures of various types of meats from magazines and place them on the class bulletin board.
There are other foods that help to make the body stronger.	Describe other foods that are thought to be valuable to the body. Put the names of these foods on the bulletin board or in a food booklet.
	Sing songs, such as "Potatoes."
	Plant seeds, such as grapefruit and avocado seeds.
	Plant carrot tops. Watch them take root.
Candy and sweets should be eaten in small amounts.	Recite poems, such as "The Cupboard."
They are harmful to the teeth.	
There are other foods that are more useful to the body.	Play with the supermarket puzzle. Notice the different kinds of food one can buy.
	Play games, such as "What's in a Store Lotto?"
Fruits are beneficial foods.	Plan to serve fruit at snack time.

GRADE 1

Content	**Suggested Learning Activities**
	Read poems, such as "If I Were an Apple."
Vegetables are beneficial foods.	Read books, such as "About the Vegetables on Your Plate."
Eating should be a pleasant experience.	Make a place mat for snack time.
	Ask the nutritionist from the Department of Health to discuss topics, such as "A Pleasant Meal Is a Good Meal."
Cleaning hands and relaxing before eating are good procedures.	Play a quiet game or listen to music before lunch. Why?
During the meal, talk about things that are enjoyable. Stay away from argumentative topics.	Draw up a set of rules to be followed at meal time.
After the meal, rest or quiet games will aid digestion.	Play a quiet game or listen to music after lunch. Discuss the reasons for this.

Vocabulary

Children begin to imitate teacher's use of words as they participate in suggested activities. Such words might include: fun, meal, rest, sweets, pleasant, experience, strong, meat.

EVALUATION

Ask children the following questions:

Why is milk an important food?

Why should we eat more fruit and less candy?

How can we make mealtime a pleasant time?

Teacher observes whether or not children finish their milk at lunch and snack time.

Dental Health

HEALTH LEARNINGS *Recommended Time Allotment:* Flexible

Appreciating the importance of teeth for everyday living

Understanding that teeth grow and develop according to a regular pattern of growth (affecting two sets of teeth)

Content	Suggested Learning Activities
The teeth are used everyday and are important in the life of all human beings.	Look at filmstrips, such as *The Tooth* and *The Loose Tooth.*
The front teeth are used for biting.	Dramatize cutting thread with scissors.
	Cut out pictures of teeth and discuss their use.
	Discuss the different ways that teeth are important.
The front teeth should be used for food only.	
The front teeth should not be used for opening soda bottles or cracking nuts.	Make a list of activities that are harmful to the teeth.
	Demonstrate the correct way of opening soda bottles and cracking nuts.
The side teeth are used for chewing.	List foods that require chewing.
Straight, clean teeth help a person to look attractive.	
When a person smiles, his teeth can be seen.	Cut out pictures of people with pleasant smiles revealing attractive teeth.
	Recite poems, such as “Her Smile.”

GRADE 1

Content	**Suggested Learning Activities**
When a person talks, his teeth are visible.	
The growth of a child is indicated by the loss of some teeth and the appearance of other teeth.	Discuss why it is important to care for baby teeth as well as permanent teeth. Listen to stories, such as "One Morning in Maine."
Usually during the first grade, children lose their baby or temporary teeth.	Talk about a baby tooth that fell out. Display snapshots of children who have lost their teeth.
The new teeth that grow under the baby teeth are the permanent ones.	Invite the school dentist to visit the class and discuss care of baby teeth. Display snapshots of children who have grown some of their permanent teeth. Invite a dental hygienist to talk to the class about the importance of taking care of baby teeth as well as permanent teeth.

Vocabulary

Children begin to imitate teacher's use of words as they participate in suggested activities. Such words might include: bite, chew, smile, cracking, opening, temporary, permanent.

EVALUATION

Teacher asks children the following questions:

Which teeth are used for chewing?

Which teeth are used for biting?

How many types of teeth are there?

Teacher observes whether or not the teeth of pupils look cleaner and more attractive than they did prior to instruction.

Mental Health

HEALTH LEARNINGS *Recommended Time Allotment:* Flexible

Understanding the importance of telling parents or other persons when one is not feeling well

Appreciating the importance of accepting adult judgment

Learning to accept baby brothers and sisters

Content	Suggested Learning Activities
It is important for illness or injury to be taken care of immediately.	Write a class experience chart about why it is important to take care of an illness or injury.
A person who does not feel well should not try to hide it.	Describe the different feelings that children have when they are well and when they are not well.
	List some of the things that cannot be seen, but might be signs of illness, i.e., headache, cold, sore throat, chills, and fever. Discuss what should be done when children have these symptoms.
It may be nothing serious.	
It may be that a person needs a doctor or other medical help.	View films, such as *Your Friend the Doctor*.
An injury or illness may be improved more readily if it is discovered early.	
Illness that is hidden may become very serious.	

GRADE 1

Content	**Suggested Learning Activities**
An adult, such as a parent or teacher, has learned what to do in an emergency.	Place on a flannel board pictures of adults who can help in times of emergency. List those who are of help when help is needed.
The adult should be consulted when help or advice is needed.	Discuss the reasons for listening to the advice of adults whom they like and trust. Consult with the teacher during the course of the day's activities.
Careful consideration should be given to the advice or help of trusted adults because their experience is far greater than that of children.	Follow the teacher's directions and suggestions.
The advice and recommendations of a parent or teacher are based on love and understanding.	
Baby brothers and sisters are important members of the family.	Read books, such as *Who Wants Willy Wells?* and *Tim Minds the Baby.* Recite poems, such as "Little."

Vocabulary

Children begin to imitate teacher's use of words as they participate in suggested activities. Such words might include: adult, advice, emergency, symptom, brothers, sisters, parents.

EVALUATION

Ask children the following questions:

Why should we tell our parents or teacher when we do not feel well?

Why should we take the advice of adults that we like and trust?

Teacher checks attendance to see whether or not there has been less absence.

Eyes and Their Care

HEALTH LEARNINGS *Recommended Time Allotment:* Flexible

Recognizing the need for relaxing the eyes after close work

Understanding the importance of keeping fingers and other objects away from the eyes

Understanding that an adult's help is needed if a foreign body enters the eye

Content	Suggested Learning Activities
It is important to keep fingers and other objects away from the eyes.	Make a picture list of toys and objects that may be dangerous to the eyes, i.e., bows and arrows or air guns.
	Listen to stories, such as "Look at Your Eyes."
	Use puppets to discuss care of the eyes.
	Make a mobile of pictures of objects that should be kept away from the eyes.
Children should not play with knives or any pointed, sharp object.	Use only approved Board of Education equipment in the housekeeping corner.
Always carry a knife or pointed object with the point downward.	Practice the correct way of holding a pair of scissors.
	Carry scissors with the point downward when getting them for arts and crafts activities.
	Develop safety rules for using woodworking tools.

GRADE 1

Content	Suggested Learning Activities
Seek the help of an adult if something gets into the eye.	Use the telephone to demonstrate how one can get emergency aid if no adults are present or if a case is too serious for an adult to handle.
When something enters the eye, do not rub the eye.	Cut out pictures of adults who may help when something gets into one's eyes. Place the pictures on a flannel board. Discuss why it is important not to rub the eyes.
Close the eye gently and let the tears try to wash it out.	
If this doesn't help, report the eye injury to the teacher, nurse, or any other adult present.	Discuss why children should never try to remove a foreign body from the eyes. Dramatize with nurse and doctor puppets what to do if something gets into the eye. Invite the school doctor or nurse to talk to the class about first aid eye care in the event of an eye injury.
The eyes should be relaxed after close work.	Make a roller movie to show types of close work that require a period of relaxation for the eyes.
If the eyes feel tired, they should be rested.	Discuss the concept that each part of the body needs a certain amount of rest, e.g., the legs after running or walking and the eyes after much use. Rest the eyes before snack time and after viewing classroom television.

Content	**Suggested Learning Activities**
Close them for a moment to rest them.	
It is helpful to look off into the distance now and then while sewing, reading, or studying.	
TV viewing should be limited to short periods.	Discuss beneficial ways to utilize time consumed above and beyond that of television viewing. Develop rules in cooperation with parents for watching television.

Vocabulary

Children begin to imitate teacher's use of words as they participate in suggested activities. Such words might include: edge, enter, relax, sharp, sew, read, pointed, objects, tired, distance.

EVALUATION

Ask children the following questions:

Why should we keep dangerous objects away from the eyes?

What should be done if something gets into the eye?

How can we relax our eyes?

Ears and Their Care

HEALTH LEARNINGS *Recommended Time Allotment:* Flexible

Recognizing the importance of keeping fingers and other objects away from the ears

Recognizing the danger of loud noises directed toward the ears

GRADE 1

Content	**Suggested Learning Activities**
It is important to keep fingers and other objects away from the ears.	Discuss objects used by children which should be kept away from the ears.
	Write an experience chart about the care of the ears.
They might break or injure the eardrum.	Discuss the dangers inherent in the use of toothpicks for removing wax from the ears.
They might cause an infection.	Compose class or individual riddles about the dangers of putting fingers and objects in the ears.
They might affect hearing.	
Loud noises can be harmful to the eardrum.	Listen for noises on the way to school. Tell the class what kinds of noises were heard and their possible effects on the ear.
	Play whispering games.
	View films, such as *How Quiet Helps a School.*
	Make a roller movie about things that are harmful to the ears.
They might damage the eardrum.	Discuss the importance of refraining from shouting in anyone's ears.
	Observe a large simple picture of the ear and point out the eardrum.
They might cause an unpleasant ringing in the ears.	Cut out the pictures of "noises" that might affect the ears, e.g., a pneumatic drill or a gun. Put the pictures on the class bulletin board.

Content	**Suggested Learning Activities**
	Find pictures of children shouting or pictures of things that make loud noises. Write captions for the pictures telling why the noises may be harmful.
They might affect hearing.	Tell the class a story about loud noises that may affect one's hearing, e.g., sailors shooting large guns on battleships.

Vocabulary

Children begin to imitate teacher's use of words as they participate in suggested activities. Such words might include: avoid, infection, injury, fingers, eardrum, loud, noises, damage, ringing.

EVALUATION

Ask children the following questions:

Why is it important to keep hard or sharp things out of the ears?

How may loud noises and shouting affect us?

Name some loud noises we should try to avoid.

Teacher observes class to see if children speak quietly to each other.

Teacher observes class to see if there is less placing of fingers or foreign objects near or in the ears than heretofore.

Safety and First Aid

HEALTH LEARNINGS

Recommended Time Allotment: Flexible

Recognizing the importance of observing traffic regulations

Understanding the routines that are important for providing a safe home

Realizing the importance of keeping away from stray animals

Recognizing the hazards that are involved when working with electricity

Appreciating the need for simple first aid procedures

GRADE 1

Content	**Suggested Learning Activities**
There would be fewer accidents on the street if children would follow regulations that have been set up for their safety.	
Traffic signs and signals should be obeyed by boys and girls at all times.	Make traffic signals of red, yellow, and green transparent paper.
	Take a walk and look for traffic signs and signals.
	Develop traffic safety slogans.
	Dramatize the policeman directing traffic.
	View and discuss enlarged traffic signals and signs.
	Sing songs, such as "Traffic Lights" and "What Do You Do?"
The best route to school is the safest route.	Make a class map showing the best route to school.
	View filmstrips, such as *Safe Way to School.*
Cross at corners, walking within the crosswalk lines.	Cross at corners on class trips.
	Listen to recordings, such as "Crossing the Street."
	Use the flexible rubber figures to show people crossing at corners and at crosswalks. Make use of the class map for this purpose.

Content	**Suggested Learning Activities**
It is important to clean up areas after they have been used.	Look at filmstrips, such as *We Make Some Safety Rules.*
Wipe up liquids that may have been spilled.	Clean up after snack and after play time.
Pick up all objects to prevent tripping over them.	Cut out pictures of safety hazards in the home and make a safety booklet.
Strange animals can be dangerous.	Take a trip to local A.S.P.C.A.
Do not touch or feed them.	Talk about hazardous situations regarding stray animals.
Do not play with them.	
It is dangerous to go near or touch electric switches and outlets with wet hands.	Look for possible safety hazards in the home.
Dry hands thoroughly before touching electrical switches.	View films, such as *Safety Begins at Home.*
Young children should not plug in any electrical appliances.	
Any wound should be cleansed thoroughly.	Invite someone from the American Red Cross to discuss first aid treatment for simple cuts and wounds.
Clean with soap and water.	
Rinse with clean, running tap water.	

Vocabulary

Children begin to imitate teacher's use of words as they participate in suggested activities. Such words might include: signal, route, spill, stray, switch, electric, strange.

EVALUATION

Teacher confers with school crossing guards for the purpose of determining the extent to which children apply traffic safety learnings.

GRADE 1

Teacher observes to see if safety habits become part of children's everyday life.

Ask children the following questions:

What does the red traffic light mean?

What color is the traffic "stop" sign?

Exercise, Rest, and Sleep

HEALTH LEARNINGS *Recommended Time Allotment:* Flexible

Recognizing that marching to music is important for growth and development

Learning ways of making sleep more valuable

Learning and appreciating why it is important to develop good health habits prior to retiring

Content	**Suggested Learning Activities**
Marching to music is helpful as well as enjoyable for people.	
It is a means of getting proper exercise.	March like wooden toy soldiers.
It is fun.	Make a class mural of people marching in a parade.
	March to songs, such as "Marching Song."
	Make a diorama of children marching in a parade.
Sleep is so important to one that everything must be done to encourage it.	Write an experience chart about the things children like to talk about before going to bed.
Doing some quiet activity before going to bed makes sleep come easier.	List some quiet games children like to play.

Content	**Suggested Learning Activities**
	Play games for a short time each day.
	Recite rhymes, such as "My Quiet Time."
Playing quiet games with the family is one such activity.	
Listening to soft music is another.	Listen to different types of music and decide which of these would be best to listen to before going to bed.
	Listen to recordings, such as "Daddy Comes Home."
	Sing songs, such as "Bed Time Song."
	Listen to quiet music, such as selections from "The Nutcracker Suite."
Reading a story.	
It may be talking quietly to Mom and Dad.	
A well ventilated room helps to promote good sleep.	Develop a set of rules as a guide for good ventilation.
Good health habits before getting into bed make one ready to sleep.	Make a routine to follow before going to bed. Keep a personal check list for a week.
Teeth should be brushed.	Look at filmstrips, such as *Getting Ready for Bed.*
Hands and face should be washed.	
Hair should be brushed.	Read stories, such as "Time for Bed" and "When a Boy Goes to Bed at Night."

GRADE 1

Content	**Suggested Learning Activities**
A warm bath might be helpful.	Cut out pictures illustrating good health habits practiced before retiring. Make a class or individual booklet.
Going to the toilet is of prime importance.	
	Recite poems, such as "Good Night."
Dim lights or no lights at all are necessary for proper sleep.	Draw the shades and dim the lights during resting time.
	Read books, such as *Switch on the Night.*
Lighting helps to change the room from a bright one to a quiet, peaceful one.	
Even when the eyes are closed, bright lights can be seen through the eyelids.	
People seem to sleep better in darkness than in brightness.	Discuss the following question: "Do you sleep better in darkness than in brightness?"

Vocabulary

Children begin to imitate teacher's use of words as they participate in suggested activities. Such words might include: bed, bright, dim, quiet, ventilate, shades, eyelids.

EVALUATION

Ask children the following questions:

Why do we need exercise?

Why do we need rest and sleep?

List some important things to do before going to bed.

Parent-teacher conferences may reveal the fact that chlidren are following improved sleeping patterns.

GRADE 2

Cleanliness and Health Protection

HEALTH LEARNINGS *Recommended Time Allotment:* Flexible

Understanding the importance of practicing health habits essential for the prevention of disease

Accepting and appreciating the professional services offered by the physician and the hospital staff

Understanding the nature of germs as one of the causative factors in the onset of disease

Content	**Suggested Learning Activities**
Germs are found everywhere.	
They are so tiny that they cannot be seen without a microscope.	
Some germs can be harmful if they enter the body.	
Harmless germs help plants to grow and help doctors to make new drugs.	
Germs may be found in the air and on the ground. In fact, they may be found almost anywhere.	List places where germs may be found in abundance.
Colds may be reduced in number if good health habits are followed.	Dramatize ways of preventing colds.

GRADE 2

Content	**Suggested Learning Activities**
Sleep at least eleven hours each night, and rest when tired.	Draw health posters for bulletin board display depicting ways to prevent colds.
Eat wholesome food for breakfast, lunch, and dinner.	Discuss ways of preventing colds.
Keep warm in cold weather; stay dry in wet weather, and wear appropriate clothing.	View films, such as *How to Catch a Cold.*
Try not to get too close to people who have colds.	
Sick people should rest quietly and comfortably. They should have the benefit of medical advice.	
When a person is sick at home and in bed, a doctor should be called to the house to determine the nature of the illness.	Invite the school doctor to visit the class and discuss the care of the sick. Read stories, such as "Peter Gets the Chickenpox." Watch films, such as *Your Friend the Doctor.* Look at filmstrips, such as *The Doctor.*
Sometimes it is necessary to go to a hospital where one may get special treatment which cannot be received at home.	Listen to stories, such as "Johnny Goes to the Hospital." Watch films, such as *Al in the Hospital.*
People who are ill may need periodic medical examinations at the doctor's office.	Draw pictures of a doctor's office.
A complete medical examination is sometimes necessary.	

Content	**Suggested Learning Activities**
An ill person wishes to know what is causing the illness.	
A person free from illness wishes to remain healthy.	
Sometimes an injection is required to avoid or treat disease.	Discuss the need for inoculations before going to camp in the summer.
Penicillin is sometimes used for injection purposes.	Report on experiences with inoculations.
Sulfa, another wonder drug, is similarly used for injection purposes.	

Vocabulary

Children begin to imitate teacher's use of words as they participate in suggested activities. Such words might include: advice, germ, harmful, injection, treatment.

EVALUATION

Teacher observes that the pupils accept as their personal obligation the health practices that will decrease the spread of colds and other infections.

Teacher notes that the pupils understand and appreciate the roles of the physician and the hospital.

During daily health observation, teacher detects an increased awareness on the part of the children of the need for cleanliness as protection against infections.

GRADE 2

Clothing

HEALTH LEARNINGS *Recommended Time Allotment:* Flexible

Recognizing the need for cleaning and mending clothes

Understanding how to take care of clothes properly

Appreciating the need for appropriate clothing for different activities

Recognizing the importance of changing clothes regularly

Understanding the importance of wearing shoes and socks that fit

Developing the habit of putting out clean clothes at night for wear the next morning

Content	**Suggested Learning Activities**
Clothes will last if cleaned frequently and mended when needed. Soiled clothing should be washed. Some clothing should be dry cleaned.	List the points necessary for taking proper care of clothes. Visit business establishments in the community that aid in maintaining clothing, i.e., laundry, dry cleaner, tailor, shoemaker, etc. Write an experience chart following a visit to a laundry, tailor, etc. Recite poems, such as "About Buttons."
Clothes have to be cared for in order to look their best. School clothes should be changed upon returning from school. Wearing play clothes will help to preserve school clothes.	Plan an assembly program to show other children how to take care of their clothes.

Content	Suggested Learning Activities
School clothes should be hung up carefully on hangers if they are to be worn again.	Discuss the desirability of hanging up jackets by their loops to prevent damage. Practice the correct way to fold a sweater.
Some articles of clothing, such as sweaters, keep their shape better when they are folded or laid out flat.	List articles of clothing that should be placed on hangers and articles that should be laid flat and placed in a drawer.
All clothing should be put away to prevent wrinkles and creases.	
Airing of clothing helps it to stay fresh and also helps to remove wrinkles.	
Clothing should be suited to activities.	Discuss activities or occasions that call for a special type of clothing.
Clothing of a rugged quality should be used for play activity.	Recite poems, such as "Overalls."
Smocks, aprons, and old shirts should be worn for such activities as arts and crafts.	Put on smock before painting. Cut out pictures of clothing for different types of activities. Make a clothing book.
Dressy clothing may be worn for festive occasions.	
Comfortable pajamas or night clothing should be worn for sleeping.	
It is important to wear fresh clothes regularly.	Change the doll's clothes in the housekeeping area.
A change of clothes may help to enchance one's appearance.	

GRADE 2

Content	**Suggested Learning Activities**
A change of clothing helps to give one a better mental outlook.	
A change of clothes is necessary to help rid clothing of perspiration odors and to give clothes a chance to be laundered, pressed, and aired.	
It is important to choose shoes and socks that fit.	
Shoes should have plenty of room for the toes.	Recite poems, such as "Shoes."
Shoes should not pinch, nor should they be too big.	Listen to poems, such as "Belinda's New Shoes."
	Recite poems, such as "New Shoes."
	Discuss ways to keep shoes clean and repaired.
	Determine the best way to care for wet shoes.
Socks should fit the foot, and should not be too short or too long.	View films, such as *On Your Feet.*
Clean clothes should be put out at night for wear the next morning.	Look at picture of children getting clothing ready for next morning.
This procedure will help to prevent or remove wrinkles. This procedure will save time.	Discuss what is seen in the picture.

Vocabulary

Children begin to imitate teacher's use of words as they participate in suggested activities. Such words might include: crease, hamper, launder, rugged, press, hangers.

EVALUATION

During the daily health observation, the teacher may notice an improvement in the appearance of children.

Teachers may observe an improvement in the attitude of children with regard to keeping themselves clean and neat while in school.

Ask children the following questions:

What should be done with dirty clothing?

When should clothing be changed?

What are some things to consider when buying new shoes and socks?

Nutrition

HEALTH LEARNINGS

Recommended Time Allotment: Flexible

Developing an understanding that food is necessary for growth, energy, and heat

Content	**Suggested Learning Activities**
Food is important for growth, energy, and heat.	Cut out pictures of famous athletes and tell what these people are believed to eat to keep strong and healthy.
Growth is a continuous process.	Keep individual height and weight charts.
Besides rest and exercise, food is needed for continuous growth.	Keep record of height and weight on a class chart.
A balanced diet is necessary for acquiring energy for the body.	
Heat is needed for the body to function adequately.	
Body temperature must be maintained.	

GRADE 2

Content	**Suggested Learning Activities**
The body must be warmed in cold and freezing weather.	Compose class riddles and poems on foods needed for body heat.
The body must be cooled in hot weather.	Wet the back of hands. Blow on them.
	Discuss the relationship of evaporation to coolness.

Vocabulary

Children begin to imitate teacher's use of words as they participate in suggested activities. Such words might include: energy, growth, temperature.

EVALUATION

Ask children the following questions:

Why do we eat?

What foods help us grow?

Check height and weight charts of children.

Teachers observe the general appearance of children.

Dental Health

HEALTH LEARNINGS *Recommended Time Allotment:* Flexible

Understanding the role of the dentist as the key figure in the maintenance of good dental health

Recognizing the need for daily brushing and rinsing of the teeth

Understanding the relationship of a healthy diet to strong, healthy teeth

Content	**Suggested Learning Activities**
There are different ways to care for the teeth.	
Children should visit the dentist for regular checkups twice a year.	Write original stories about the care of the teeth.
The dentist cleans the teeth and helps to prevent tooth decay.	Discuss why dentists wash their hands before examining teeth. View films, such as *Teeth Are to Keep.*
He gives the teeth the special care they need.	Listen to stories, such as "Your Wonderful Teeth."
He gives advice to parents and children.	Make a class dental chart. Discuss what happens to teeth when small cavities are not filled.
Brushing helps to clean the teeth.	
The teeth should always be brushed after eating.	Keep personal records of toothbrushing.
In addition, they should be brushed in the morning and before retiring.	Make and name a toothbrush puppet, along with a different dental health message each week.
Brush the teeth the way they grow.	Dramatize the correct way to brush teeth.
Brush the back teeth as well as the front teeth.	
Brush the teeth inside as well as outside.	
A toothbrush should be selected carefully.	Take a class trip to the drugstore to examine different kinds of toothbrushes.
Every child should have his own toothbrush.	

GRADE 2

Content	**Suggested Learning Activities**
The desirable type of toothbrush is a small one with straight, properly spaced bristles of medium stiffness.	
The toothbrush requires a great deal of care, since it is used every day.	Campaign to replace worn-out toothbrushes.
Wash the toothbrush after using in order to remove the toothpaste.	Discuss reasons for having two toothbrushes.
Hang up toothbrush after its use in order to dry it in a clean, well-aired place.	
It is important to rinse the mouth with water after brushing teeth.	
A nutritious diet helps teeth to remain strong and healthy.	
Milk contains proteins, vitamins, and minerals.	Read and report on the value of milk over soft drinks.
Milk is the best means of getting calcium.	Cut out pictures of milk and milk products for a class or individual book.
Calcium, a mineral, is needed by the body for healthy bones and teeth.	
Children should drink at least three glasses of milk daily.	Use picture dictionary to look up words, such as teeth, milk, and vitamins.
Citrus fruits and vegetables give the body vitamins and minerals.	Learn to identify oranges, lemons, and grapefruit.

Content	**Suggested Learning Activities**
Vitamins and minerals help the body to grow and stay well.	Take a trip to the grocery store (fruit stands) to view fruits and vegetables.
Citrus fruits, such as oranges and grapefruit, should be included in the daily diet.	Develop an experience chart listing citrus fruits and green and yellow vegetables seen on the trip.
Green and yellow vegetables are necessary for good health.	Campaign to eat fruit instead of candy for afternoon snack. Make a diorama of a fruit and vegetable stand.
Sweets and soft drinks may be detrimental to the health of teeth.	Write an original story in which reasons are given for the detrimental effects of sweets on teeth.
Sweet substances are harmful because they help to make dental cavities.	
Brush the teeth or rinse the mouth as soon as possible after eating.	

Vocabulary

Children begin to imitate teacher's use of words as they participate in suggested activities. Such words might include: calcium, citrus, vitamins, protein.

EVALUATION

Ask children the following questions:

What is the role of the dentist?

When should teeth be brushed?

What type of toothbrush is recommended?

How should a toothbrush be cared for after use?

What foods help make teeth healthy and strong?

What practices should one follow after eating sweets?

GRADE 2

Find out the number of children in the class who have visited the dentist during the school year.

Do children's teeth look cleaner?

Are children assigning appropriate health messages to the dental puppet each week?

Mental Health

HEALTH LEARNINGS *Recommended Time Allotment:* Flexible

Recognizing the fact that proper work, exercise, and play are conducive to sound emotional health

Understanding that proper diet is necessary for good mental health as well as general health

Appreciating the fact that sleep and rest are important to good mental health

Content	**Suggested Learning Activities**
Exercise and play make a person feel better.	List games or sports engaged in after school.
Exercise helps make a person stronger.	View films, such as *Exercise for Happy Living.*
Exercise helps people to relax.	Read stories, such as "This Is a Team."
	Tell about games played in physical activities. Explain why certain games are preferred.

Content	**Suggested Learning Activities**
Play is a pleasant way to relieve tensions caused by work and study.	Exercise after a reading or mathematics lesson. Describe the feeling.
	Follow finger plays, such as "Wake Up."
	Play games, such as "Who Has the Button?"
Diet is important to good health.	Take one of the four food groups: 1—meat, eggs, and fish; 2—fruit and vegetables; 3—milk and dairy products; 4—bread and cereals; list as many foods as possible.
	Plan a simple, balanced luncheon. Ask parents to help serve the luncheon in the classroom or lunchroom.
	Describe how one feels who eats too much.
	Write a class experience chart about the importance of diet to good health.
Muscles and bones are made stronger by proper food. A healthy body helps to promote good mental health.	Describe how pets react to food and how they act after they have eaten.
	Read and report on muscles and bones as explained in the class health education text.
A person feels better when he eats a proper diet.	
A person who eats properly usually feels well.	

GRADE 2

Content	**Suggested Learning Activities**
A well-fed person is usually happy and pleasant.	
A person who gets plenty of rest and sleep improves his disposition.	View films, such as *Alexander Learns Good Health.*
Adequate sleep is necessary if one is to feel energetic and happy.	Invite the school doctor or nurse to discuss with the class the importance of sleep and rest to good mental health.
Adequate sleep is necessary to provide time for repairing and building the body.	Compose riddles and rhymes about rest and sleep. Report on the number of hours of sleep one should get each night.
Rest is important after hard work, play, and study.	Make a diorama showing children resting after work, play, or study.
It helps to revive one's spirit.	
It gives the body time to renew its strength and energy.	

Vocabulary

Children begin to imitate teacher's use of words as they participate in suggested activities. Such words might include: happy, play, plenty, rest, sleep.

EVALUATION

Ask children the following questions:

How does one feel after eating a good meal?

How does rest affect the way we act?

Is overeating a good way to get strong? Why not?

Teacher observes children to see whether or not they are pleasant and relaxed.

Do school health records show any reduction in weight of obese children?

Eyes and Their Care

HEALTH LEARNINGS *Recommended Time Allotment:* Flexible

Understanding the importance of eyes in promoting safety

Recognizing that the eyes are a source of knowledge and appreciation

Appreciating the fact that eyes make living more enjoyable

Building the attitude that eyes help to promote wholesome learning experiences

Content	**Suggested Learning Activities**
The eyes are important organs that assist in living a full rich life.	View pictures of animals. Note the kinds of eyes they have.
	Take a trip to the Lighthouse. Look at objects made by blind people.
	Invite the school doctor or nurse to visit the class and discuss the importance of eyes.
	Compose poems about eyes.
	Write original stories about the wonders of the eyes.
	Discuss how eyes are important to community helpers, such as the policeman, fireman, dentist, and doctor.
	View films, such as *Your Eyes*.

GRADE 2

Content	Suggested Learning Activities
They help to promote safety.	Discuss some of the difficulties blind people must face.
Eyes assist in the safe crossing of the streets.	
Eyes make one aware of objects in one's path.	Discuss some of the things we could not do without our eyes.
Eyes are a source of knowledge and appreciation.	Take a walk around the block. List what was seen on the walk.
Eyes permit the perception of colors and combinations of colors.	Tell experiences which left vivid impressions of color and form. Use a prism. Write a class experience about a rainbow. Select colors of wool or thread for weaving. Select various colors for painting.
Eyes allow a person to see the shapes of trees, animals, and ripples or waves in the water.	
Eyes make living more enjoyable.	Read stories, such as "Do You See What I See?"
Eyes make games like checkers, nok-hockey, and jacks more enjoyable.	Make posters showing how eyesight is important for having fun.
Eyesight is important for enjoying team games.	
Eyes help to promote wholesome learning experiences.	Use the primer typewriter.
Eyes help in the reading of books, newspapers, and magazines.	View a page of braille and equipment for writing braille.

Content	**Suggested Learning Activities**
Eyes help in science while viewing slides under microscopes or inspecting different lenses.	
Eyes help in the construction of many things.	
Eyesight is important in arts and crafts work.	
Eyes are helpful when people sew with needle and thread.	
Eyes are helpful when people work with clay, paint, or crayons.	
Eyesight is necessary in preparing food for school lunches.	Discuss why it is easier for mother to prepare supper because she can see, than preparing supper is for a person unable to see.
Eyesight is important in the building of houses, stores, and schools.	Walk to a neighborhood construction project.

Vocabulary

Children begin to imitate teacher's use of new words as they participate in suggested activities. Such words might include: braille, eyesight, construct, ripple, safe, inspect, magnifying glass.

EVALUATION

Ask children the following questions:

How do eyes help to keep us safe?

How do eyes help us to have fun?

How do eyes help us to learn new things?

In class discussions, teachers observe pupil interest regarding the importance of eyes.

GRADE 2

Ears and Their Care

HEALTH LEARNINGS *Recommended Time Allotment:* Flexible

Developing an attitude that will insure proper care of the ears

Recognizing the need for periodic checkup of the ears

Content	**Suggested Learning Activities**
The sense of hearing is important to one's safety, health, ability to learn, and happiness.	Cover the ears with hands as the teacher speaks softly. Remove hands from ears as the teacher continues to talk. Discuss the difference in hearing.
	Watch a television show with the sound on for a short time. Then shut the sound off. Note the difference in hearing.
	Read and report on books, such as *Do You Hear What I Hear?*
	View films, such as *Your Ears.*
	Find out who Helen Keller is by referring to a library book.
	Make a list of things to which the class enjoys listening, i.e., the wind in the trees, rain on the roof, etc.
Children are given a hearing test in school at least once every two years.	Write original stories about the class hearing tests.
	Write an experience chart about the hearing test.
The hearing test is called the sweep frequency hearing test. It determines hearing acuity.	Participate in the hearing test. Describe reactions.

Content	**Suggested Learning Activities**
The hearing test may be given more often than once every two years if necessary.	
Children who have hearing difficulties, or who complain to the teacher that their ears bother them, are referred to the school physician. The latter advises the parent and teacher regarding necessary follow-up.	Invite the school doctor to talk to the class on the importance of proper care of the ears and necessary follow-up if special care and assistance is needed. Play listening games, such as "Old Grizzly" and "Dog and Bone." Listen to different types of sounds, such as gross sounds and fine sounds.
The parents of a child with hearing difficulties should follow the advice of the school physician.	
The otologist, or ear specialist, will give treatment and help if it is necessary.	Compare the work of the otologist and the dentist.
Children whose ears bother them should report this condition to their parents or teacher.	Dramatize a visit to the otologist. Dramatize what children should do when their ears bother them.

Vocabulary

Children begin to imitate teacher's use of words as they participate in suggested acitivities. Such words might include: difficulty, necessary, otologist, test, acuity.

EVALUATION

Ask children the following questions:

Why is it important to take care of the ears?

How often does the school check hearing by means of an audiometer test?

What should we do when we do not hear well or when our ears hurt?

Teachers may check health record cards in order to see whether or not children who were recommended for a further hearing test have had it.

Do children who need hearing aids wear them?

When removal of wax has been recommended, has it been removed?

Safety and First Aid

HEALTH LEARNINGS *Recommended Time Allotment:* Flexible

Understanding the measures taken to provide a safe school and playground

Recognizing the need to follow safety rules at the beach or swimming pool

Developing habits of carefulness at home

Learning how to care for simple cuts and wounds

Content	**Suggested Learning Activities**
Safety may be measured by the number of desirable practices followed.	Use safety posters distributed by the American Automobile Association.
School safety should be practiced regularly.	
Periodic fire and shelter drills are a good preparation for emergencies.	Discuss signals used indicating a fire drill.
Walk quietly and quickly.	
Stay with the class and teacher.	
One must wait his turn on line to get things done in an orderly fashion.	List occasions when one has seen his parents or friends wait on lines.

Content	**Suggested Learning Activities**
Make the school a safe place by walking (not running) in the halls and on the stairways.	Read books, such as *Manners Can Be Fun.*
Following routines in the classroom will help to make the room safe.	Assist teacher in the setting up of routines to be followed.
Learn the routine the teacher has set up for the hanging up of clothes.	Demonstrate proper ways of hanging up clothes. Make a diorama showing routines for putting clothing away.
Wait until your row is called to hang up clothes.	
Walk on the way to and from the clothes closet.	
When walking with a sharp or pointed tool, carry the object with the point down.	Draw pictures illustrating the correct use of pointed objects. Write an experience chart about the proper ways to carry pointed tools.
When handing a pointed object to someone, make sure the pointed part is toward your body.	
Never run while carrying a pointed object.	
Never run with a lollipop in the mouth.	
It is important to follow certain rules when using playground equipment.	Talk about things on which children climb in the playground. Are they safe or not?
Climb only on things built for climbing, such as the climbing bars in the playground.	Discuss the causes of playground accidents. Make a diorama of a playground.

GRADE 2

Content	Suggested Learning Activities
When climbing or running in the playground, wear shoes with soft soles rather than shoes with hard, slippery soles.	Use playground puzzle.
Use playground equipment only when it is dry.	
Always hand the softball bat to the next batter.	
Water sports can be fun when safety rules are followed.	Invite a swimming teacher to speak on water safety.
Only swim where a lifeguard is present.	View films, such as *Water Safety*.
Always swim with a buddy.	Paint scenes showing safety at the beach.
Dive only where it is safe to dive.	
Swim close to shore.	
Accidents in the home can be prevented by taking simple safety precautions.	Discuss how one may keep the home safe.
	Make an inspection of rooms at home to discover possible safety hazards.
Use tools as they are intended to be used.	Make a safety scrap book.
Handle them carefully.	
Do not run while carrying tools.	

Content	**Suggested Learning Activities**
After toys have been used, store them in the proper place.	
Do not leave them on the stairs or floor.	
Make sure that toys with rough or pointed edges are put away safely, out of the reach of smaller children.	
Certain objects in the house require special care to insure one's safety.	Report on an accident which was experienced or observed in the home.
	Indicate how it might have been prevented.
	Report on what first aid was administered.
Do not use matches.	Think of safety rules that should be obeyed when changing a light bulb, using a toaster, or using a wood burning kit.
Keep matches out of the reach of small children.	
Do not stand, walk, or sit too close to fires or open flames.	Read books, such as *Fireman Fred.*
Keep water away from electrical appliances plugged into an outlet.	
Never touch any electrical appliance when the hands are wet.	
All electrical appliances should be unplugged while they are being repaired.	Read books, such as *The Big Book of Fire Engines.*

Content	**Suggested Learning Activities**
Worn electrical cords should be replaced.	Visit a hardware store. Look at electrical cords.
All medicines should be labeled.	Ask a druggist to visit the class and discuss the labeling of medicines.
Medicines should only be taken in the presence of a parent or adult.	
Do not use empty milk bottles for storing chemical solutions.	
Do not eat or drink any unknown substance.	
It is important for people giving first aid to make sure their hands are clean.	
Wash the cut with soap and water.	Dramatize proper procedures for taking care of minor cuts and bruises.
After the cut is clean, place a sterile bandage over the wound to keep it clean at all times.	

Vocabulary

Children begin to imitate teacher's use of words as they participate in suggested activities. Such words might include: appraise, dull, gauze, medicine, stove, sterile, wound.

EVALUATION

Teachers observe children's behavior during fire drills.

Teachers observe children's practice of classroom routines.

Teachers observe children's attitude in the use of playthings and school equipment.

Ask children the following questions:

What rules should we observe at the beach?

What rules should we observe with respect to medicines and paints?

Exercise, Rest, and Sleep

HEALTH LEARNINGS *Recommended Time Allotment:* Flexible

Understanding the need for daily exercise as a means of attaining proper growth

Learning activities that provide exercise for body growth

Appreciating the need for proper rest and sleep

Learning some of the necessary activities for obtaining rest and sleep

Developing health habits that are necessary for proper sleep

Content	**Suggested Learning Activities**
Daily exercise is a prerequisite for good development.	Participate in rhythms, dances, and games that give pleasure.
Rhythms and dancing are a joyous means of exercise.	Discuss how it feels after participating in activities that one enjoys. Explain to the entire class the values derived from daily exercise. Sing and act out songs, such as "Clap Your Hands." Dance to dances, such as "Round and Round the Village."
Creative activities and song plays are a pleasant way to get exercise.	Sing song plays, such as "This Old Man."

GRADE 2

Content	Suggested Learning Activities
Games are exciting and provide necessary exercise.	Watch some professional sport on television and record what athletes do before the game starts.
Rest and sleep are necessary for body growth.	Do research by using a health text on the following subjects: Why rest is important to people Why sleep is important to people Routines necessary for proper rest and sleep Report findings to the class.
Restful activities include sitting, reading a story, lying down, listening to a radio, and playing quiet games.	Recite poem, such as "Sh," by James Tippett.
It is a good idea to relax before bedtime, after play, before and after meals, and during illness.	
It is helpful and healthy to develop routines before going to bed.	
Teeth should be brushed.	
Hair should be brushed.	
Washing and bathing should become a nightly habit.	
There should be a quiet period before bedtime.	Recite in chorus poems, such as "Lullaby."
	Recite poems, such as "Song at Dusk."

Content	Suggested Learning Activities
Toilet necessities should be attended to.	
The room should be checked for proper ventilation.	
Sleeping may be improved by setting up proper conditions.	Discuss things that one should do in preparation for sleep. Make a checklist to use as a guide.
	View films, such as *Sleep for Health.*
	Discuss proper ventilation as it affects sound sleep.
A dark, quiet room promotes sleep.	List the essentials of a good room for sleeping. Put the list on the class bulletin board.
	Listen to recordings, such as "Bedtime Song."
Covers should be warm and light.	
Going to bed at the same time each night promotes sleep.	
Pajamas and other night clothes should be loose and not binding.	
If sound rest and sleep habits are practiced, there will be many beneficial results.	Sing songs, such as "Up She Rises."
A rested person's appearance will be improved.	Dramatize how one looks and acts when he gets enough sleep. Compare this with how one looks and acts who does not get enough sleep.
One's ability to plan and work will be greater and last longer.	

GRADE 2

Content	Suggested Learning Activities
A rested person will feel good.	Write an experience chart about how a person feels after he gets enough sleep and rest.
A rested young person will grow stronger and taller.	Cut out pictures of children who are growing. Paste them in a class book.

Vocabulary

Children begin to imitate teacher's use of words as they participate in suggested activities. Such words might include: daily, growth, habit, rest, routine, sleep.

EVALUATION

Prepare a growth chart, and have children look at their height and weight each month to note progress.

Ask children the following questions:

Why is it important to get plenty of rest and sleep?

What things should we do before going to bed?

What room conditions make it possible for us to sleep soundly?

GRADE 3

Cleanliness and Health Protection

HEALTH LEARNINGS *Recommended Time Allotment:* 3 Hours

Understanding that certain diseases are caused by microbes

Realizing that the body has ways of defending itself against disease germs

Appreciating that good health habits will help to keep individuals well

Recognizing and learning the value of preventive medicine

Understanding the necessity of staying at home and receiving proper care during illness

Content	**Suggested Learning Activities**
Microbes, or germs, are found in the air, in drinking water, in food, in and on the human body.	
Harmful microbes, or germs, can cause illness.	List some illnesses on the chalkboard. Do research as to which ones are caused by germs.
Others, such as those found in soil, are found to be useful.	List some products, such as cheese and leather, and find out how microbes aid in producing these items.
	Find out how bacteria in soil helps plants to grow. Look up the information in a science textbook.
There are many ways of avoiding infectious disease.	

GRADE 3

Content	**Suggested Learning Activities**
The body itself resists disease.	
The nose and throat have a sticky substance called mucous that traps germs.	Invite the school doctor to discuss how the body protects itself against disease.
Some germs are removed by coughing or blowing the nose.	Discuss how the doctor can tell which kind of germ has caused an illness.
	Tell why it is important to cover up a cough.
The juices in the mouth and stomach kill many germs that are swallowed.	
White cells in the blood attack harmful germs and destroy them.	
Sometimes it is necessary to have medical assistance to help fight germs in the body.	
The doctor may use vaccines to make people immune, or safe, from a particular disease.	Discuss the reasons for periodic medical examinations and treatment of illnesses.
Periodic visits to a doctor for a check-up may help in discovering disease at an early stage.	
A doctor is able to treat some diseases with many different kinds of drugs.	
Good health habits are another important way of keeping the body well.	

Content	**Suggested Learning Activities**
The right foods are necessary for good health. These foods should contain proteins, vitamins, and minerals.	Bring in empty food containers which show on the label that proteins, vitamins, and minerals are part of the product.
The body needs plenty of rest and sleep if it is to remain healthy.	Devise sleeping schedules in order to help form regular bedtime habits. Use health texts for accurate information.
It is a good health practice to stay away from people who have colds or other communicable sicknesses.	List habits to be practiced when someone has a cold.
During illness, it is important for people to follow good health practices.	Write notes to other children in the class who are absent because of colds, giving them advice about getting well.
Get plenty of bed rest and an adequate amount of sleep.	
Remain at home to prevent others from getting the illness.	View films, such as *Your Friend, the Doctor*.
Bathe the body to wash off perspiration and dirt.	Discuss how a sponge bath can be taken in place of a regular bath when a person is ill.
Call a doctor for his advice.	
He will find out the nature of the illness.	
He will treat the illness.	

Vocabulary

cells, communicable, perspiration, schedule, vaccine, alcohol, organism, preventive

EVALUATION

Ask children the following questions:

How does the body fight illness?

In what ways are bacteria helpful?

What are some good health practices to follow during an illness?

Teacher, in conference with parent, may be able to find out if child's attitude towards periodic medical examination has improved.

Teacher's review of health and attendance records may show child's improvement in avoiding infectious disease.

Teacher may note that children appear better rested and better nourished.

Clothing

HEALTH LEARNINGS

Recommended Time Allotment: 2 Hours

Understanding the need and reason for clothing and how it offers protection

Understanding the necessity for a variety of different types of clothing

Appreciating the need for clothing worn in different parts of the world

Content	Suggested Learning Activities
Clothing should be chosen wisely and sensibly. It is important to choose clothing that will maintain proper body temperature.	Observe and discuss reasons for different types of clothing worn by the school crossing guard, policeman, fireman, postman, and school children.
In cool or cold weather, heavy clothing should be chosen to keep cold air away from the skin. The colder the air, the more layers of clothing one should wear.	Post pictures of clothing suitable for seasonal needs and discuss their relative merits.

Content	**Suggested Learning Activities**
In warm or hot weather, clothing should be chosen to allow the air to reach the skin. Fewer layers of light clothing should be worn.	Discuss the differences in the type of uniform a baseball player wears in April with the one he wears in August. Arrange for a fashion display, illustrating various types of rain gear.
The body can be protected by proper choice of clothing. A raincoat, umbrella, and overshoes help to keep people dry in rainy weather. Extra warm clothes and boots should be worn in snowy weather. School clothes should be lightweight and comfortable. Play clothes should be of a rugged quality, yet loose enough to allow freedom of movement while running or playing. Under garments should be of a light weight material that will wash easily and dry quickly. One should wear clean underwear every day.	Plan dioramas of the various seasons. Dress pipe cleaners in the clothing appropriate for each season. Make drawings of various types of wearing apparel suitable for play and discuss their values for the activities. Dampen pieces of wool, cotton, nylon, and dacron and observe which dries quickest. Record results.
Different peoples throughout the world wear different types of clothing. The Eskimos wear warm, heavy clothing necessary for their particular climate.	Visit the Museum of Natural History to see exhibits of peoples' dress in communities throughout the world. Write compositions on their observations and illustrate observations with drawings.

Content	**Suggested Learning Activities**
The people of the South Sea Islands wear light clothes, which are suitable for their type of climate.	Using a world map, show the position of Alaska and Greenland as compared to the position of the South Sea Islands. Discuss how position on map would affect climate of region and choice of clothing.
The people of New York wear different clothing at various times of the year.	Discuss the importance of appropriate wearing apparel for different seasons in New York City, stressing the basis for change.

Vocabulary

temperature, protect, layer, lightweight, rugged, chill, dacron, forecast, orlon, rayon, weather, wool.

EVALUATION

Teacher examines individual scrapbooks showing cut-outs of various types of clothing to be worn for weather and activity. Do the notebooks demonstrate an awareness of clothing requirements for cool weather? Warm weather? Cold weather? Play? Work?

Teacher observes improved health practices related to the year-round choice of clothing.

Ask children the following questions:

How can we choose clothing that will maintain proper body temperature?

How should you dress for a day when the weather is very likely to be changeable?

How can you keep your hands, feet, and head warm in winter?

What kind of clothes should you have for work?

Ask children to prepare questions for a test on the need and reason for certain types of clothing. Have them exchange their questions with other pupils and then answer them.

Teacher notes evidence of appropriate clothing for inclement weather.

Nutrition

HEALTH LEARNINGS *Recommended Time Allotment:* 3 Hours

Recognizing that food may be classified into four basic groups

Appreciating the fact that meals can be a pleasant, wholesome experience

Recognizing the fact that food eaten at breakfast, lunch, and dinner are responsible for growth and development

Content	**Suggested Learning Activities**
A balanced diet consists of a variety of foods. These foods constitute four major groupings.	Look at pictures of supermarkets and report on what is seen.
Dairy products provide many necessary foods.	View films, such as *Food for Freddy.*
Meat and fish are important to a person's diet.	Play games, such as "Restaurant Game." (Set table and order various foods from a waiter and a cook.)
Fruits and vegetables are also important in maintaining a balanced diet.	Classify pictures of dairy foods, vegetables, fruits, etc.
	Draw pictures of supermarkets showing meat, vegetable, fruit, dairy products, and bread departments.
	Listen to stories, such as "The Perfect Pancake."
Breads and cereals are necessary for a balanced meal.	Recite poems, such as "Mix a Pancake."
In this country, it is customary to have three meals a day.	Use bulletin boards to put up lists of typical meals. This can be enriched by posting pictures cut out from magazines.
	Discuss the meal that is preferred and the reasons for this.

GRADE 3

Content	**Suggested Learning Activities**
Breakfast is the morning meal and may include juice, cereal, milk products, eggs, and bacon.	Call upon parents to assist in serving a breakfast in the school cafeteria.
Lunch is the midday meal and may include soup, sandwiches, fruit, and milk.	Dramatize an invitation to lunch.
Dinner is the big meal served in the evening. It may include almost anything.	Look at pictures of families eating various meals. (Pictures may be obtained from various organizations.)
	Discuss what is seen in the pictures. List diets for one or two days, and check these against an ideal list formulated through research.
It should be a tasty meal.	
It should be a balanced meal.	
It should be a pleasant experience.	
Other countries and peoples vary in their eating habits.	Look for pictures of food that people eat in other countries. Make a foods around the world booklet.
	Discuss the dietary habits of individuals of different countries. (Contributions may be made by children of varying backgrounds.)

Vocabulary

diet, dietary, classify, menu, restaurant, supermarket

EVALUATION

Check the bulletin board to see if it reflects children's understanding.

Observe children's lunches to see if they reflect an understanding of nutritional balance.

Observe children to see whether or not eating time is a happy occasion.

Have children write about or discuss the dietary customs of people of various countries.

Dental Health

HEALTH LEARNINGS

Recommended Time Allotment: 4 Hours

Understanding the function of the teeth in proper digestion

Recognizing the relationship of well-formed, healthy teeth to a person's total appearance and proper speech patterns

Understanding the relationship of the temporary teeth to the permanent teeth

Understanding the importance and the need of regular visits to the dentist

Developing a positive image of the dentist as one who is vitally involved in the proper care of the teeth

Learning the effect of a well-balanced diet on the health of the teeth

Recognizing the need for brushing teeth or rinsing mouth after eating

Content	**Suggested Learning Activities**
The functions of the teeth are threefold.	
They aid in the digestion of food.	Place some sugar in a glass of water and place a piece of apple in another glass of water. Notice the results. How do the teeth help prepare food for digestion?

GRADE 3

Content	Suggested Learning Activities
They improve one's appearance.	Bring in pictures of well-known persons who are smiling.
They assist in the production of good speech.	Request the speech teacher to discuss with the class the part that teeth play in good speech.
Digestion is the changing of food into a form that can be used by the body.	
An initial step in digestion takes place when the food is chewed in the mouth and broken down into small pieces.	
The teeth tear apart, chew, and grind the food.	List the parts of the mouth that are used in eating. Tell how each part assists in digestion.
Saliva helps to soften, and, in some instances, change food.	
One's total appearance can be enhanced by healthy teeth.	
Clean, white teeth, devoid of cavities, help one in presenting a good appearance.	Have one child cover his two front teeth with black paper and then smile. Remove the paper and have him smile again. Let class list their reactions.
Good teeth help one to make new acquaintances.	List qualities that are looked for in new friends.
Healthy teeth are helpful in making a good appearance when a job is applied for.	Write a skit about two people applying for a job. One has healthy teeth and the other, poor teeth.

Content	**Suggested Learning Activities**
Crooked teeth can affect the shape of the jaws and face, and cause other distortions in appearance.	List the things children and parents can do if the teeth are not straight.
Teeth are an important factor in the production of clear speech.	Watch TV commentators, and make note of their speech pattern and the appearance of their teeth.
Crooked or poorly spaced teeth may affect speech.	Find out why actors and actresses take particular care of their teeth.
Missing teeth may affect speech.	Request the dental hygienist to discuss what can be done for missing or crooked death.
Having two sets of teeth is part of an individual's normal growth pattern.	Use dental charts which show both sets of teeth.
The first set of teeth is called the temporary set.	Using a mirror, let each child count his own teeth with a finger.
They start to appear at about six months of age.	Bring in pictures of young babies showing their teeth.
There are usually 20 temporary or baby teeth.	Count the temporary teeth on a large chart, showing both sets of teeth.
It is important to take good care of the temporary teeth.	Read an accepted text and discuss the reasons for the need for proper care of temporary teeth.
The second set of teeth is called the permanent set.	View films, such as *Save Those Teeth.*
There are usually 32 permanent teeth.	Count the number of permanent teeth on the chart previously used.

Content	Suggested Learning Activities
They are stronger and bigger than the temporary teeth.	Discuss why the permanent teeth have to be bigger and stronger.
They start to grow when one is about six years of age.	Do research about which permanent teeth are usually the first to appear.
The jaws and face grow larger to make room for the permanent teeth.	Compare facial pictures of children and adults.
Proper care of the teeth is necessary at all times.	
The dentist is a specialist who does the work needed to make and keep the teeth healthy.	List some of the things dentists do to keep the teeth healthy.
He should be visited at least once a year.	Plan a campaign to have every child see his dentist at least once a year.
He can correct small defects before they become serious.	Request a dentist to discuss with the class the advantages of frequent visits to the dental office.
	Make a list of dental clinics that children may attend.
Teeth must be brushed regularly and correctly.	Practice the cleaning of the teeth with or without a brush, emphasizing the upward movement on the lower teeth and the downward movement on the upper teeth.
Teeth should be brushed after every meal.	
Brush upper teeth downward and the lower teeth upward.	Discuss the different types of tooth brushes and find out which may be the best.

Content	**Suggested Learning Activities**
All surfaces must be brushed.	Take a saucer that is dirty and clean part of it with a tooth brush. Compare this to cleaning the teeth.
When brushing the teeth is not possible, rinsing the mouth is recommended.	Compare the advantages and disadvantages of cleaning the teeth and rinsing the mouth.
	Discuss with the class what can be used as a rinse.
A well-balanced diet will help keep the teeth strong and healthy.	Develop a chart listing foods that contribute to good dental health.
Milk is a food that makes teeth strong.	Find out what nutrients in milk are important to good dental health.
Fruits and vegetables contain minerals and vitamins that growing teeth require.	Discuss the value of fruit juice and plan a fruit juice party.
Sweets have a direct relationship to the development of caries, as have carbonated beverages.	Start a campaign in the class to substitute fruit for candy during the lunch period.
	Plan a bulletin board that will reinforce the values of good dental care.

Vocabulary

vitamins, minerals, caries, balanced, saliva, temporary, permanent, rinse, acquaintance

EVALUATION

Ask the children to answer the following questions:

What foods will help to keep the teeth healthy?

Which foods help to cause cavities in the teeth?

Why is it important to visit a dentist at least once a year?

What is the purpose of brushing and rinsing the teeth?

How many temporary teeth do we usually have? How many permanent teeth will we have?

Observe children's lunch habits to see if fruit replaces candy and cake.

Does daily health observation reveal more careful cleaning of the teeth?

Do children bring in their dental completion notes more readily?

Are there fewer absences due to dental defects than in the past?

Mental Health

HEALTH LEARNINGS

Recommended Time Allotment: 2 Hours

Recognizing the importance of making and keeping friends

Developing an awareness of the need of suitable leisure time activities

Understanding the importance of being able to accept and carry out responsibility

Learning to accept success and failure

Recognizing the need for proper control of the emotions

Content	**Suggested Learning Activities**
It is important to make friends.	List good traits that have been seen in other children.
Friends are usually people with similar likes and dislikes.	Describe some friends, and tell why these friends are liked.
Friends are helpful in time of need.	List some times when friends can be helpful.
In time of need, sometimes friends look for help.	Relate incidents where friends have been helped.

Content	**Suggested Learning Activities**
It is important to keep friends.	Set up rules for welcoming a new person into the class.
People like to be treated with respect and friendliness.	Make up a short play on how to show respect for each other's opinions and ideas. Dramatize this in class.
People like to express their own ideas and opinions without being embarrassed or humiliated.	Plan a debate on a controversial topic. List rules and procedures that are to be followed.
People like to feel that there is somebody with whom they can share their joys and sorrows.	
Leisure time activities are an important part of good mental health.	
Some people like to play active games.	List and talk about the active games they like to watch or play. Discuss the rules of these games.
Some people like to participate in quiet and intellectual games.	Teach the class to play checkers. After all children have learned to play, conduct a tournament.
Some people like to participate in both types of activities.	Write a short report on "What I Do with My Leisure Time."
There are many other areas of leisure time activity.	Write a short play on friendship and leisure time activities, and produce the play in class.
Some people like dramatics.	
Some people like to sing.	Let those who enjoy singing perform for the class, after being given time for preparation.

Content	**Suggested Learning Activities**
Still others like to travel.	List some of the places that the children have visited.
In society, everyone must accept some responsibility for getting things done.	Discuss other possible activities for leisure time, e.g., photography.
Children can be responsible for keeping their rooms tidy and clean.	View films, such as "Beginning Responsibility: Taking Care of Things."
Children can accept responsibility for doing their homework.	
Teachers and parents have responsibilities.	List some of the responsibilities of parents.
	Let different children take over a responsibility of the teacher for a short time.
There are other responsibilities that children should have.	Discuss some of the responsibilities that have been given to the children by their parents.
Everyone at some time meets success and failure.	Discuss famous ball players, such as Mickey Mantle and Willy Mays. How do they act when they win? How do they act when they lose? How do they act when they hit home runs? How do they act when they strike out?
A winner should not brag about his victory.	
A winner should share his victory with those who assisted him in attaining it.	
A loser should not blame others for his defeat.	
A loser should congratulate the winner.	Lead discussion on how The Three Stooges act when they are defeated or frustrated. Should this type of behavior be accepted?
A loser should investigate to see why he lost and try to make corrections.	

Content	Suggested Learning Activities
A loser must learn to accept defeat gracefully. A loser must recognize that this is not the end of the world.	List rules of conduct for winning and losing and place these on the class bulletin board.

Vocabulary

joy, sorrow, trait, idea, opinion, game, leisure

EVALUATION

Ask children the following questions:

Why is it important to have friends?

What sports or games do you like? Why?

List some traits you like to see in your friends.

Why must we accept responsibility?

Teacher observes reaction of children toward each other.

In the physical activities program, is there a better attitude toward winning and losing?

Teacher observes if there is an improvement in class with reference to accepting responsibility.

Eyes and Their Care

HEALTH LEARNINGS

Recommended Time Allotment: 4 Hours

Understanding the importance of the eyes for effective living at school, home, and on the playground

Recognizing the need for proper care of the eyes

Appreciating the function of tears, eyelids, eyebrows, and eyelashes for protection of the eye

Recognizing the need for the correction of all remediable eye defects

Stimulating the growth of desirable attitudes and practices related to the conservation of vision

GRADE 3

Content	Suggested Learning Activities
The eyes are important from the moment they open in the morning until they close in sleep.	Place hands over eyes. Name many things that would be missed without sight.
Sight helps one to know the world about him.	
The sense of sight enables one to see smiling faces, pictures, trees, clouds, and sunsets.	Discuss saying by Confucius, "A picture is worth a thousand words."
The ability to acquire knowledge and gain pleasure through reading depends upon good eyesight.	View films, such as *See Better: Healthy Eyes.*
Most of the games and sports that are played require good eyesight.	Discuss how good vision helps one to play better. Relate this to games in the gymnasium or playground.
The eyes warn a person of dangers and help to keep him out of accidents.	
When crossing streets, the eyes help one to see the different colored traffic lights and the approaching cars.	Give color blindness test to boys. Discuss why boys are tested more often than girls.
The eyes help a person to avoid dangerous situations, such as holes in the street, obstacles on the sidewalk, and children playing with bats and balls.	Make a tour around school building and play yard, noticing first the signs and traffic lights that warn of danger and second, hazards, such as broken sidewalks that can cause injury. Write a letter to the school custodian reporting these hazards.

Content	Suggested Learning Activities
To preserve eyesight take proper care of the eyes.	
Good lighting is important for proper care of the eyes.	Observe various adjustments of window shades and lights for obtaining maximum light without glare.
Sit in the best light while reading, sewing, and studying.	List the many types of lighting that are available.
The light should shine directly on the work placed above the level of the eyes. It should not reflect in the eyes.	
The lights should be directed over the left shoulder when writing (directions for right-handed people).	
While viewing objects or reading books, it is important to be the correct distance away from the object or book.	
A book should be held 12-16 inches from the eyes. A person should sit in a position that is accepted as one aiding good posture.	Draw stick figure pictures of proper sitting position. Get opinions of class as to distance books should be held from eyes. Look up the correct distance in a recommended health text.
A person should be a comfortable distance away while watching television.	Get opinions of other people about the correct distance for watching television. Look up authentic information in a recognized text.

GRADE 3

Content	Suggested Learning Activities
The eyes have some means of protecting themselves.	
Tears help to wash dust and other things out of the eyes.	Using a recommended health text as a resource, find out where tears come from. List some things that make the eyes tear.
Eyelids, eyebrows, and eyelashes also help protect the eyes.	
All children should have their vision tested at least once a year.	
The school screens the children's vision to determine possible defects.	Discuss the Snellen Eye Test with class. Give each child a screening test.
The eye doctor or oculist will decide if glasses are necessary.	Name prominent people in the community, in sports, and in public life who wear glasses.
People who wear glasses should return to the eye doctor periodically for a check-up.	
The eyes sometimes change, and different lenses are needed.	
When glasses are prescribed, they should be used.	
The wearing of glasses will make vision clearer and give a more exact shape to objects.	Prepare a short skit on how a child achieves success in school and social relationships after a vision defect has been corrected.

Content	**Suggested Learning Activities**
It is important to wear glasses to see better.	
If glasses should be worn and are not, eyestrain may lead to watery eyes, headaches, and dizziness.	List on the chalkboard some of the symptoms of eyestrain.
Properly fitted glasses make it possible to see things more clearly and thus enjoy things more.	Ask a child or children who wear glasses to describe how carefully the oculist or optometrist fitted them.
	Make a list of good health habits for care of the eyes and place them on the class bulletin board.

Vocabulary

blink, glare, oculist, prescription, strain, tear, view

EVALUATION

The teacher may ask questions, such as the following:

Why are our eyes important to us?

How can we take better care of our eyes?

What do tears do for the eyes?

How do eyelids, eyelashes, and eyebrows help protect the eyes?

Teacher observation may show evidence of improved habits and attitudes toward the wearing of glasses and periodic vision checkup.

From observation and discussion, teacher may be able to discern a greater appreciation of the sense of sight on the part of the class.

Teacher observes evidence of improved practices with regard to working and reading in good light.

Check of Health Record Card shows that more children who need glasses are now wearing them.

GRADE 3

Ears and Their Care

HEALTH LEARNINGS *Recommended Time Allotment:* 4 Hours

Appreciating the role of the ears in communication

Recognizing that hearing is a major means of becoming aware of danger

Appreciating the fact that hearing is a source of environmental knowledge

Understanding the importance of the ears as a leisure time necessity

Content	**Suggested Learning Activities**
Sound waves are means of transmitting signals from one place to another.	Hit a drum, first lightly and then with force. Discuss the significance of the results.
There are sounds that are loud or soft.	Use a science textbook and draw descriptions of high sounds and low sounds.
There are sounds that are pitched high or low.	Place a rubber band over a ruler and then pick it. Do the same thing with a smaller rubber band and the same ruler. Discuss the result.
Conversation is the most common way for people to communicate with each other.	Name some different languages. Children who are bilingual might say something in the second language and then translate it into English.
There are many languages.	Discuss how the United Nations takes care of the multi-language problem.
People from various parts of the United States have varied dialects and accents.	Mention radio and television stars who speak English with an accent.
Knowledge, information, news, and many other important data are transmitted by the spoken word.	

Content	**Suggested Learning Activities**
Television uses ears as well as eyes to put across its programs.	Discuss the reason for not having televisions in cars. Simulate sounds heard on radio and television and make up stories using these sounds. Dramatize these stories in class.
Radio is basically geared to hearing.	Listen to a variety of programs, using a school or class radio.
People can work while listening to a radio.	Discuss what was learned and how it was learned.
People can close their eyes while listening to a radio.	Discuss some of the people who work on radio, and tell why they are pleasant or worthwhile to hear.
Movies also require use of the ears as well as the eyes for communication.	Relate the reaction to old time movies that are sometimes shown on television.
Hearing is a means of becoming aware of danger. A scream for help may be a sign of need of a policeman or a lifeguard.	List different ways that sounds may warn of danger. Make descriptive drawings of these sounds and make a bulletin board display.
A thief or robber usually creates a small amount of noise.	Tell how dogs communicate and how they might warn people of danger.
A siren on a fire truck or a police car may be a warning of danger or trouble.	List the ways that a fire drill is called in a school.
Knowledge of the environment is promoted through hearing. A toaster "pops" up, to signify that the bread is toasted.	Discuss with parents some of the unique sounds heard at home which are a means of information. Later, have class draw up a composite list of these and place it on the bulletin board.

GRADE 3

Content	Suggested Learning Activities
A buzzer on an oven signifies that a cake is baked. An alarm clock awakens a person at a designated time.	List sounds heard in the gymnasium which can give a person an idea of what was going on at the time. Plan a newscast and arrange with the principal to broadcast this over the school public address system.
The ears are a means of increasing our leisure time experiences. A radio is a means of supplying music, drama, news, and sports. A band or orchestra can be listened to without using the eyes. A radio can be used at the beach or in a car.	Ask a child who has been in a hospital to tell how he felt about radio and television during his stay. Explain why a radio can be used safely in a car.

Vocabulary

communication, danger, drama, emphasis, orchestra, siren, unique

EVALUATION

Ask children the following questions:

Why is hearing important to us?

List some ways that the radio has improved our lives.

List some ways that radio is superior to television.

Why should we learn to listen carefully?

Teacher may notice that children listen more carefully to instructions that she may give.

Do children react more quickly to school fire alarms?

Do children seem to listen more intently to their classmates, instead of trying to monopolize the conversation?

Safety and First Aid

HEALTH LEARNINGS *Recommended Time Allotment:* 3 Hours

Understanding the need for being careful with matches and fire

Understanding the importance of clearing ice and snow from sidewalks

Recognizing the importance of proper conduct while riding in public transportation

Developing a sense of carefulness

Developing an awareness of the importance of first aid

Understanding simple procedures of first aid needed in case of accidents

Content	**Suggested Learning Activities**
A major cause of accidents is carelessness with regard to matches and fire.	List safety rules to be observed with regard to matches and fire.
Matches strike easily and burn rapidly.	
In case of a burn, apply proper first aid and see a doctor if the burn is serious.	Find out correct first aid for burns.
If clothing catches on fire, cut off the air by rolling over slowly on the ground or by wrapping a blanket around the body.	Show what can be done to help a person whose clothes catch fire.
Campfires should not be lit unless an adult is present.	Boy and Girl Scouts in the class may discuss their camping and cookout experiences.
Clear a space of several feet around the campfire.	
Keep it small.	

Content	**Suggested Learning Activities**
When you are ready to leave, be sure the fire is out.	Discuss ways to make sure fires are out.
Pour plenty of water on it.	
Throw plenty of sand or dirt on the fire.	
Cold weather brings snow and ice which may be hazardous to people of all ages.	View films, such as *Safety in Winter*.
Clear snow and ice from the sidewalk as soon as possible.	Discuss how children may make extra money during snowstorms.
Walk cautiously where snow and ice have not been removed.	
On public transportation, good manners will help to develop good safety habits.	Dramatize good safety practices necessary on public transportation.
Choose a seat and sit quietly.	
Do not distract the driver while you are on a bus.	Discuss reasons for keeping hands, arms, and head inside the bus or train.
Keep packages and feet out of the aisles.	
Do not run or shove while on a bus or train.	
Wait turn when leaving a bus or train.	
Children should not accept rides from strangers.	Discuss why accepting rides from strangers can be harmful.
Do not get near cars driven by strangers.	

Content	**Suggested Learning Activities**
Do not talk or walk with strangers on the way to school.	
In case of an accident, call the police, a doctor, or another adult for help.	Find out and list the telephone numbers of the police, the family doctor, the hospital, and the fire department.
Help the injured person by keeping him comfortable and warm.	
Do not try to move him.	Discuss the dangers involved in moving an injured person.
Make sure he has plenty of air to breathe.	
If necessary, get him medical assistance as soon as possible.	Find out the proper method of calling an ambulance.

Vocabulary

apply, careless, cautious, distract, dose, excessive, exposure, hazardous, serious, strike

EVALUATION

Teacher observes evidence of increased understanding of simple first aid procedures and the necessity for seeking adult assistance in emergencies.

Teacher observes children's use of public transportation during class trips.

Teacher observes statistics of a decrease or increase in the number of accidents caused by carelessness with matches.

Ask children the following questions:

Why is it dangerous to accept rides with strangers?

How can we help someone who has been run over by a car?

How can we act mannerly on public transportation?

How can snow and ice be dangerous?

Why shouldn't children play with matches?

Exercise, Rest, and Sleep

HEALTH LEARNINGS *Recommended Time Allotment:* 2 Hours

Recognizing the influence of exercise on appetite, posture, and strength

Recognizing and understanding how sleep affects health

Recognizing and understanding the importance of rest

Content	**Suggested Learning Activities**
Proper exercise is important to keep the body in good condition.	Discuss what football and baseball teams do at pre-season training. Why?
It affects the appetite. It makes a person eat better.	Dramatize how one would eat without any exercise and how one would eat after vigorous activity.
It helps a person to enjoy his food better.	Discuss how one feels with reference to food after a long hike, a swim, a softball game, etc.
Good posture is an asset and can be improved by proper exercise.	Cut out pictures of good sitting and standing posture, and place these on the bulletin board.
Posture has a great deal to do with good appearance, self-confidence, and poise.	Stand with back to wall and see if the child's feet, back of knees, buttocks, shoulders, and head touch or nearly touch the wall. This may be better accomplished if the abdominal muscles are pulled in, the chest lifted up, and the chin drawn in.
Good posture lessens the possibility of fatigue.	View films, such as *Good Posture.*

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Content	**Suggested Learning Activities**
Good posture is a great help to an athlete.	Watch sports activities on television, and be aware of good posture.
He looks better.	
He can move more quickly and easily because he is in proper balance.	Cut out pictures of athletes in action and in everyday life, and make note of their posture.
The heart and lungs are strengthened through exercise.	
The heart is a muscle that pumps blood around the body.	Look at a simplified chart of the heart which illustrates that the heart wall is made of muscle.
It is a muscle that works constantly.	Take pulse rate to determine heart beat before and after exercise. Discuss the results.
A heart in good condition needs plenty of exercise to keep it that way.	Discuss how the periodic medical examination helps to protect the heart.
The heart, like all muscles, must have its rest also. It rests between each beat.	
The lungs develop greater capacity to take in air through exercise.	
The lungs which are not muscles, and thus have no movement by themselves, expand and contract.	Run in place for thirty seconds. Discuss what happens to the breathing process.
The lungs are moved by the principle of changing air pressure.	Look at chart which shows the lungs and how they work.

GRADE 3

Content	**Suggested Learning Activities**
Proper sleep affects the body in many ways.	View films, such as *Sleep for Health.*
It helps to conserve energy.	
It is during sleep that the body repairs itself.	
Sleep improves appearance.	Plan a radio broadcast on "How Sleep Helps Us," and arrange with the principal to broadcast it over the school public address system.
Sleep helps to renew resistance to germs and disease.	
	Draw cartoons of how people look before and after sleep.
	Discuss the number of hours of sleep different age groups need.
Rest plays an important part in acquiring and keeping good health.	
During illness, rest is essential if recovery is to be fast and complete.	Discuss why a doctor recommends bed rest for a person who is ill.
After work or play, a short rest period does a great deal of good.	Find out why coaches put substitute players into a game.
	Request school doctor to discuss why rest is important to all people, especially to young children.
Digestive processes work better.	Dramatize how a child acts when he gets plenty of rest and when he does not get enough rest.
Food tastes better after rest.	

Content	**Suggested Learning Activities**
The meal will have a relaxed atmosphere.	Discuss why a quiet, pleasant atmosphere is better during meals than a hostile, unpleasant one.
	Make a list of things that rest does to help one. Place these on the bulletin board.

Vocabulary

appearance, appetite, conserve, resistance, atmosphere, hostile, pleasant, poise

EVALUATION

Have children answer some of the following questions:

How does exercise affect the heart and lungs?

How does exercise affect appetite?

Why is rest important to people?

How does sleep help to keep the body healthy?

Teacher observes if greater effort is put forth by children during physical activities period.

Teacher observation may tell whether or not children seem more rested or relaxed.

At parent-teacher conferences, teacher may be able to find out if children are trying to get more sleep.

Children may be asked to discuss or write on the subject, "How Exercise Helps Us."

GRADE 4

Cleanliness and Health Protection

HEALTH LEARNINGS *Recommended Time Allotment:* 3 Hours

Understanding that tiny, living things called germs are responsible for causing many diseases

Recognizing the fact that germs enter the body through the nose, mouth, and broken skin

Appreciating how the body helps in the warding off of disease

Understanding the effects of certain preventive and remedial measures in fighting against disease

Content	**Suggested Learning Activities**
Some diseases are caused by germs.	View films, such as *Your Health: Disease and Its Control.*
The word germ refers to a certain kind of microbe.	
A microbe is a tiny living thing that can be seen only under a microscope.	
Disease germs are microbes that are harmful.	
Some microbes make people very sick.	Report on the harmful and helpful aspects of bacteria.
Microbes can infect wounds.	Discuss the different kinds of illnesses children or members of their families have had.
They can cause blood poisoning.	

Content	**Suggested Learning Activities**
They can spoil food.	List practices used at home to prevent food spoilage.
Some microbes can cause such diseases as diphtheria and pneumonia.	
A virus is another kind of germ that may cause disease.	Look up definition of virus in a few dictionaries and report to class.
Viruses cause diseases, such as influenza, measles, and chicken pox.	
Viruses are responsible for colds.	
Disease producing organisms, or germs, may enter the body by various means.	
Germs may enter through broken skin, caused by cuts and scratches.	Discuss how germs are kept from getting into the body through cuts and wounds.
Since there are germs in the air, they enter the body through the mouth and nose in the process of normal breathing.	Dip a dry finger and a wet finger into a small pile of eraser dust. Compare what happens. What effect does the moisture have on the amount of dust that clings to the finger.
The nose, throat, and mouth are lined with a sticky surface (mucous membrane) which helps to trap large numbers of germs.	

Content	**Suggested Learning Activities**
The nose contains hairlike threads (cilia) that strain out dust and germs.	View a large diagram showing the nose, throat, windpipe (trachea), and lungs. Trace pathways of air in and out of lungs. Have children point to the lining of these structures.
The adenoids are masses of lymph tissue found in the passageway between the nose and the throat. They help to trap germs that enter through the mouth and nose.	
Germs enter the body not only through breathing, but also through the swallowing of foods.	Cut out articles in newspaper which refer to food poisoning. Relate poisoning to bacteria.
The tonsils are lymph glands found on each side of the back of the mouth.	
The windpipe (trachea) is also lined with a sticky surface (mucous membrane) which has hairlike threads (cilia) which help keep dust and germs from entering the lungs.	Discuss what would happen if the windpipe closed.
Air enters the nose and then passes through the throat to the lungs.	
Sneezing and coughing are a cause of germs being placed in the air.	Dramatize a considerate person sneezing and coughing and an inconsiderate one performing the same actions.
A common cold is sometimes caused by inhaling viruses spread through the air by sneezing and coughing.	

Content	**Suggested Learning Activities**
The symptoms of a common cold are: runny nose, watery eyes, frequent coughing, and a general feeling of weakness and discomfort.	Discuss how it feels to have a cold.
Never neglect a cold.	Find out why the doctor sometimes makes a patient with a cold stay in bed.
Rest as much as possible.	
Drink plenty of water and fruit juices.	
Eat a well-balanced diet.	Review the elements in a well-balanced diet.
Get plenty of sleep.	
If the cold persists, consult a physician.	Discuss why a doctor's assistance may be advisable.
Polio (poliomyelitis) is caused by a virus.	
Dr. Jonas Salk and Dr. Albert Sabin have developed polio vaccines.	Do biographical sketches of Dr. Salk and Dr. Sabin.
Millions of children are now protected against polio.	Make a list of infectious diseases that have caused absences during the school year. Discuss what can be done to prevent a recurrence of absence due to these infectious diseases.
Some germs get through the body's outer defenses.	
The body has its own way of fighting disease germs.	

GRADE 4

Content	**Suggested Learning Activities**
The body is assisted in fighting disease germs by the use of vaccines.	Have children relate any vaccines or drugs that they or their families have been given.
The body fights disease germs and controls infection by the use of drugs, such as sulfa and penicillin.	

Vocabulary

bacteria, immune, lymph, microbe, penicillin, persists, sulfa, virus

EVALUATION

Teacher may ask children the following questions:

What is the difference between bacteria and viruses?

What are the functions of the mucous membrane and cilia that line the nose?

How do white blood cells help to ward off disease?

How may one try to combat the common cold?

Teacher may review pupils' health record cards to determine improvement in attendance, i.e., to see if there are fewer absences caused by personal illness.

In discussion children show an awareness of the need for immunization from disease.

Parent-teacher conferences may show children's attitudes improved with regard to health protection.

Clothing

HEALTH LEARNINGS

Recommended Time Allotment: 4 Hours

Understanding the purpose of clothing as it pertains to weather and climate

Appreciating the value of clothing for adornment, custom, and appearance

Understanding the importance of different clothing necessary for varied activities

Recognizing the need for properly fitting clothing

Understanding the importance of the proper care of clothing

Content	**Suggested Learning Activities**
Clothing serves many purposes.	Find out why people wear more layers of clothing in winter than in summer and report findings to the class.
It helps the body to adjust to weather and climate.	
In summer, light colored clothes of cotton are best.	Find reasons, through research, why sailors wear white suits in warm weather and dark blue suits in cold weather.
In winter, darker clothes of wool are best.	
In New York, people need a variety of clothing.	Plan and write up a list of clothes for tourists arriving in New York in December, March, May, and August.
In Florida, people need light-weight clothing.	
Clothing adorns the body.	Discuss how it feels when:
People like to look nice to please themselves and others.	Clothing is soiled. Buttons are missing.
Good-looking clothes attract other people.	Pants are torn.
Neat and clean clothing are prerequisites for obtaining and keeping a job.	There is a hole in a piece of clothing.

Content	**Suggested Learning Activities**
It is important to wear clothing appropriate for different activities and occasions.	Write compositions about what to wear for one of the following: spring, summer, autumn, winter, rain, snow, hiking, football, swimming, etc., and support choices with reasons.
Sports clothes are worn when people engage in physical activities.	Plan a class field day for school yard and have children decide on appropriate dress.
Hikers should be prepared with durable shoes, well-fitting stockings, and rugged, comfortable clothing that protects the arms and the legs.	Write letters to the National Park Service, asking for copies of the rules for hikers and campers who plan to visit the Grand Canyon.
Campers should have clothing that meets the need of the area, weather, and climate.	
Skiers need warm clothing that does not restrict movement, yet breaks the force of the wind.	Bring in a ski jacket and point out how it is equipped to break the force of the wind, yet does not restrict movement of the body.
Boaters need clothing that is waterproof, protects them from the sun, and is easily removable. A life jacket or preserver should be worn at all times.	Invite a speaker from the National Safety Council to speak on "Proper Clothing for Boating."
Swimmers need suits and caps for appearance and safety.	Discuss the protection that a bathing cap offers a swimmer.

Content	Suggested Learning Activities
School clothes should be neat, lightweight, comfortable, durable, and easy to clean.	Discuss what boys and girls consider appropriate school dress for themselves.
Party clothes may be more distinctive and sometimes more expensive, but should be easy to care for.	Draw pictures of children dressed to go to a party.
It is important to wear clothes that fit properly.	
Properly fitting clothes make a person look better and feel more comfortable.	Bring in magazine pictures for a bulletin board of appropriate clothing for boys and girls.
Tight clothing prevents proper circulation of the blood.	
Tight clothing restricts the range of movement.	Discuss reasons for wearing loose fitting clothing in the gymnasium.
Hazardous situations are more likely to develop when ill-fitting clothing is worn.	List situations in which poorly fitted clothing might cause an accident.
One's personal appearance is enhanced with the wearing of well-fitted clothes.	Plan a fashion show for an assembly program showing an assortment of appropriate, well-fitted clothes.
Properly fitted clothes help one to develop a sense of poise and self-assurance.	
If clothing is to look nice, it must be cared for in a proper manner.	Make a check list of the points for taking care of clothes. Put it on the inside of the closet door at home and check it each week.
Clothing must be cleaned regularly to remove dirt and perspiration.	Discuss different ways clothing may be cleaned.

GRADE 4

Content	**Suggested Learning Activities**
Clothing should be hung on hangers when not in use.	Bring in a variety of hangers (skirt, suit, trousers) and discuss the desirability of each.
It keeps them well-pressed and not wrinkled.	Discuss the hanging of clothes in the school clothes closet.
It gives them an opportunity to be aired.	
Cleaning clothing makes it look neater and fresher.	
Careful folding of clothes will help them to last longer and look better.	Practice folding sweaters, scarves, and slacks to obtain a minimum of wrinkles.

Vocabulary

adjustment, adorn, appearance, appropriate, circulation, constriction, durable, hanger, occasion, perspiration, range, wrinkle

EVALUATION

Ask children the following questions:

Why is good appearance important to you?

How can taking care of our clothes make us look better?

Why should clothes be kept clean?

Why is special clothing needed for swimming? football? skiing?

How can we assist our parents in taking care of our clothing?

Teacher notes improvement in the appearance of the class.

Have children evaluate magazine pictures of clothing illustrating seasonal wear. Ask them to discuss:

Appearance of the person wearing the clothing

Appropriateness of fit

Relationship to activity

Teacher observes the appropriateness of clothing worn by children for activities, such as trips, parties, assemblies, and physical education activities.

Nutrition

HEALTH LEARNINGS *Recommended Time Allotment:* 4 Hours

Understanding the composition of the Basic Four food groups

Appreciating the contributions of food groups for meeting body needs

Recognizing the importance of proper food preparation and attractive serving to effective digestion

Recognizing and understanding the reasons for avoiding the use of coffee and tea

Content	**Suggested Learning Activities**
Most foods that supply our body needs are divided into four basic groups.	Develop scrapbook collections of pictures of a wide variety of foods. Report on the benefits derived from eating the food illustrated.
The first group consists of meat, fish, and eggs.	Make a picture chart of animals to show where different foods of the meat group come from.
Meat, fish, and eggs contain protein which helps the body grow.	Display pictures of foods and discuss their values.
Everyone should have two or more servings of foods from this group daily.	
The second group consists of fruits and vegetables.	Name and list as many fruits and vegetables as possible. Have children discuss their favorites.
Foods in this group give the body vitamins and minerals needed for growth and general good health.	Read recommended literature on the specific vitamins and minerals found in different fruits and vegetables and report same to class.

GRADE 4

Content	Suggested Learning Activities
Citrus fruits, such as oranges and grapefruits are a necessary part of a good diet.	Plan a trip to a nearby fruit and vegetable market and see how many of the fruits and vegetables can be identified.
Green vegetables, such as spinach and lettuce are necessary for good health.	
Yellow vegetables, such as carrots, turnips, and squash are also included in this group.	Draw pictures of squash, turnips, yautia, and plantain.
The third group consists of milk and milk foods.	Name and list foods that contain milk.
Milk contains both protein and carbohydrates.	Discuss the reason why cheese and ice cream are called dairy products.
It also contains important vitamins and minerals.	Discuss the importance of calcium for growth of children's bones.
Children require three to five cups of milk daily.	
The fourth group includes bread and cereals.	Bring empty cereal boxes to class. Make an exhibit. Arrange the boxes of cereal according to each kind of grain: wheat, oats, rice, rye, corn, etc.
The body gets heat and energy from cereal foods.	
The body should have at least four helpings from this group daily.	Plan a food tasting party. Include the experience of shopping. Set meals attractively on trays.
Foods from the four basic groups should be included in the daily food plans.	For one day, weigh the food eaten at each meal. Keep a record. Estimate how much food would be eaten in a week, a month, or a year. Report results to the class.

Content	Suggested Learning Activities
A good breakfast is very important.	
Since no food has been eaten for at least twelve hours and the body needs food to provide energy, a good breakfast should be eaten.	Develop a series of questions to be used in interviewing the school nurse on the subject of a balanced breakfast. Report results to the class.
A good breakfast should include a fruit or fruit juice, cereal, an egg, toast, and milk.	
A good lunch is well-balanced.	Review the daily lunches of the class, and compare them with school menus. Report on food values represented.
Part of the noontime meal should consist of fresh vegetables or a soup containing vegetables.	
A good sandwich might consist of bread with peanut butter, cheese, or meat.	
A glass of milk and an apple for dessert are part of the four basic groups.	
Dinner is an important meal of the day.	
Most dinners should include a protein food, such as meat, chicken, or fish.	Prepare score sheets on which to record all foods eaten at dinner time on one or more days. Then evaluate the choice of foods to see to what extent body needs are met.

Content	**Suggested Learning Activities**
Two vegetables and a salad may also be served.	
A good dessert might include foods, such as pudding, ice cream, or fruit.	
Snacks should include foods that promote good health.	Make a list of foods that would make good snacks. Discuss the food groups to which each snack belongs.
After school, a good snack might include a glass of milk or an apple.	Discuss why young children need more milk than adults.
A glass of warm milk or cocoa is a good snack before bedtime.	
Soft drinks and other desserts that contain sugar should be kept out of the diet since they are harmful to the teeth and spoil the appetite.	Check the ingredients as they are listed on various soda bottles.
It is important for growing children to refrain from drinking tea and coffee as substitutes for nutritious food.	Make a chart showing the relative values of tea and coffee as compared to milk and fruit juices.
Growing children do not need coffee and tea.	Read and report on the effects of caffeine on the body.
It is wise to substitute milk and fruit juices for coffee and tea.	Invite the school doctor to speak to the class on the value of drinking milk and fruit juices.

Vocabulary

appetite, carbohydrate, coffee, digestion, enriched, protein, snack, squash, tea, turnip

EVALUATION

Ask the children the following questions:

What are the four basic food groups?

Which foods are responsible for body growth and repair?

Which foods make good snacks? Why?

Why should growing children avoid the use of coffee and tea?

Have children draw pictures of what they believe to be the best basic foods for breakfast, lunch, dinner, and snacks. Are the foods selected those which furnish body growth, repair, heat, and energy?

Have children plan sample menus for their families for each meal during the day. Do their menus reflect what has been learned in class regarding the basic food groups?

Parent-teacher conferences may reveal the fact that children show less interest in tea and coffee and greater interest in milk and fruit juices.

Dental Health

HEALTH LEARNINGS

Recommended Time Allotment: 4 Hours

Understanding the relationship of teeth to digestion

Appreciating the significance of the shape of the tooth to its special function

Recognizing the need for periodic visits to the dentist as a means of preventing dental decay

Understanding the value of a space maintainer in the mouth for the prevention of the shifting of teeth

Appreciating the relationship of fluoridated water to reduction of dental decay

GRADE 4

Content	**Suggested Learning Activities**
One of the functions of teeth is to assist with the digestion of food.	
They help in the chewing and breaking up of the food. (This is called mastication).	Draw pictures of the various types of teeth and explain how they function.
Some teeth are made to cut food. (These teeth are called incisors).	Find out how the teeth of dogs differ from those of human beings. Why?
Some teeth are made to tear and rip food. (These teeth are called canines).	Find out how the teeth of cattle differ from those of humans. Why?
Some teeth are made to grind food. (These teeth are called molars).	Identify on a chart of permanent teeth the location of different kinds of teeth and describe their function.
Some teeth are made both to grind and tear food. (These teeth are called bicuspids).	List some nutritious foods and describe which types of teeth start to get them ready for digestion.
	View filmstrips, such as *Cutters, Tearers, Crushers, and Grinders.*
It is important to visit the dentist periodically.	
He will examine the teeth and make any necessary repairs and clean them.	Invite a dentist or dental hygienist to discuss what goes on in a dental office with respect to cavities, cleaning, and prophylactic care.
	List the advantages of going to a dentist periodically.

Content	Suggested Learning Activities
He may, if necessary, suggest the use of space maintainers or braces to keep or place teeth in their proper alignment.	Write compositions on "My Visit to the Dentist." View filmstrips, such as *Tale of a Toothache*.
	Examine old x-rays given by dentists or dental clinics that show crooked teeth and empty spaces in the mouth.
	Discuss the importance of straight teeth to appearance and personality.
	Act out in class how a person who is self-confident appears and how a person who lacks confidence appears. Relate self-confidence to the appearance of the teeth.
There are agencies that will help those who find it difficult to pay for the services of a private dentist.	Make a list of public and private agencies that will take care of the teeth for a small fee or none at all. Check the hours and days that these agencies are open. Have this list distributed to every class.
Fluoridation involves adding a chemical to water. Using fluoridated water reduces decay and also dental expense.	
Many municipalities have added fluoride to the drinking water in an effort to reduce dental decay among children.	Learn which cities have fluoridated their water. Compare their records of dental decay among children with records of children's dental decay in cities which have not fluoridated their water.

Content	**Suggested Learning Activities**
The reduction in dental decay resulting from fluoridated water continues in adult life for those who have been drinking fluoridated water as children.	In a simplified way, discuss materials released by the Department of Health on the "pros" and "cons" of fluoridating water.
Money is saved by those who drink fluoridated water as their dental expenses are lowered.	Discuss how money saved on dental bills can be used for other advantages.
Fluoridation is inexpensive. The cost is approximately ten cents per person per year.	

Vocabulary

expense, fluoridation, maintainer, periodic

EVALUATION

Ask children to answer such questions as:

Why is a periodic visit to a dentist important?

Why do teeth have different shapes?

How is fluoridation a help to children?

What can we do to keep our teeth healthy and strong?

Do dental control sheets show a rise in the number of children who have visited the dentist?

Have children draw up a four-rule chart on "Personal Appearance."

Do the rules include a reference to clean, healthy teeth?

Mental Health

HEALTH LEARNINGS *Recommended Time Allotment:* 5 Hours

Appreciating the importance of making new friends as well as keeping old ones

Appreciating the importance of a hobby in making new friends

Understanding that people differ in growth, behavior, and cultural background

Appreciating the fact that appearance and a pleasant manner have much to do with the impression one makes on others

Appreciating the need for good sportsmanship in everyday aspects of living

Recognizing the need for handling disappointments in socially accepted ways

Appreciating the values of individual goals

Appreciating the need for evaluating one's own abilities

Content	**Suggested Learning Activities**
There are many ways to cultivate new friends. It is important to be friendly toward one's peers. It helps to act in a pleasant manner towards adults.	Prepare and act out different ways in which children react in pupil to pupil, pupil to teacher, and pupil to adult situations, such as trying to make a new friend, welcoming a new pupil in class, etc. Discuss and evaluate these reactions.
A hobby is a means of meeting others with similar interests.	Develop a list of hobbies based on the experiences of the class. Have reports on specific hobbies. Make drawings of various hobbies and post on bulletin board.
Learn to accept other people as they are.	Plan and complete a survey of pupil likes and dislikes, related to games, food, television, etc.
Tolerance of other people's views is a good way to win friends.	List some controversial question, such as "Should we have a longer school day?" Plan a short debate.

GRADE 4

Content	**Suggested Learning Activities**
A clean, wholesome, and neat appearance helps to attract new friends.	Make a list of rules for good grooming and list these on the bulletin board.
	Bring in pictures of well-known people and discuss their appearance.
Children work together at school.	
On a schoolwide basis, children involve themselves with school activities, such as nutrition programs, clean-up campaigns, and school safety projects.	Institute some school project with the advice and consent of the principal and involve other classes and the community in this undertaking. Form committees in the class to spearhead this program.
On a class basis, children may become involved in the appearance of the room, in the safety of moving from one class to another, etc.	Plan a class project in which classmates participate. This may be a good manners program, a good appearance program, a dental program, etc. Discuss how every child may become involved.
Children learn to pool information, cooperate with others, observe rules of courtesy, and, in general, learn to submerge their interest in favor of group interests.	View films, such as *Manners*.
	Plan a campaign for better manners. Act out some of the types of actions that are acceptable. Set up a class list of criteria as a guide to good manners.

Content	Suggested Learning Activities
People differ from other people in many respects.	
They differ in their likes and dislikes in choice of food, books, television programs, dress, preference in school subjects, people, games, etc.	Write compositions on "Likes and Dislikes," and have these read in class. Make note of how two classmates may have varied likes and dislikes and still be the best of friends.
People are different because of different home experiences, community influences, and where they live in this world.	Visit the United Nations and make note that peoples of all races and creeds are working together for the common goal of world peace.
	Visit a community that varies from the one in which the children live. Discuss some characteristics that are different from those of their own community.
People grow and learn at different rates of speed.	Make some inquires into growth patterns of boys and girls, using any recommended health text.
	Discuss why some children have to study harder and longer than others.
People vary in appearance and ability.	Collect pictures of baseball players or other athletes and report on the fact that people with differences in color, size, height, etc. may contribute successfully to a team effort.
Many factors can help children to be more successful when they are involved in play activities.	

GRADE 4

Content	Suggested Learning Activities
A physically fit child enjoys and benefits most from play activities.	List ways that the school and the home help to keep children physically fit.
Proper rest and sleep make play activities more valuable.	Discuss what constitutes proper rest and sleep. Make up a set of rules to follow and post these on the bulletin board.
A child who understands rules and strategy enjoys play activities to a greater extent.	Discuss some of the rules for various sports. Why are these rules made?
	Ask a high school football or baseball player to discuss some simple strategy, such as a bunt in baseball or a punt in football.
Practice and using newly learned skills makes a game more pleasant to play.	Discuss the reasons for spring training for baseball.
	Discuss some sports skill that was learned in the physical activities period.
	List some skills great athletes possess.
Good muscle development makes play activity more enjoyable and less tiring.	Using a recommended text, find out what health practices help to develop good musculature.
A good loser is one who has acquired many valuable traits.	Prepare a skit in which a comparison is drawn between a good loser and a poor loser.
He congratulates the winner.	Report on and discuss local playground incidents, evaluating player reactions as poor or good loser responses.

Content	Suggested Learning Activities
He does not make excuses for his defeat.	Report on how a well-known ball player, such as Willy Mays or Mickey Mantle reacts when he strikes out.
He examines his own performance to identify his weaknesses, and makes an effort to remove these weaknesses.	Discuss how practice can help to remove a weakness. For example, in a basketball game, if a team loses because one of the players misses foul shots, then that player must practice foul shooting to overcome his weakness. He also must seek the expert advice of a coach or another player.
It is important to obey rules and laws.	Show pictures and posters of adults abiding by rules at work or in traffic.
Rules and laws protect both pedestrians and drivers in automobile traffic situations.	Request police safety officer to discuss the importance of obeying traffic safety rules.
	Do research on the Pure Food and Drug Act.
Rules and regulations make prepared and packaged food safe to eat.	Notice the various statements on containers of foods and drugs. Discuss this in the light of consumer protection.
In the home, parents set up rules for the benefit of all who live there.	List some of the things parents ask the children to do in the home. Discuss why these things seem important to the parent.
Pupils show evidence of growth in many ways.	
They grow taller and gain weight.	Keep individual height and weight charts in notebooks.

Content	**Suggested Learning Activities**
They grow stronger and become better coordinated.	Discuss ways that a child recognizes that he or she is getting stronger and better coordinated.
They plan for more adequate rest and sleep.	Make a survey in the class to see if children are getting more sleep.
They select the foods they eat more carefully.	Plan a "snack time" and see what the children bring in. Discuss the values of these foods.
They choose friends on the basis of personality and common interest, and not on account of race, color, creed, or other differences.	Write a short theme on "What I Like About My Friends."
They learn to accept classroom responsibility.	Organize committees, such as decoration, cleanliness, welcoming, etc. in the class, and have each committee draw up a set of working rules.
They show greater respect for the rights of others.	Discuss the importance of respect for the rights of others in the lunchroom, school yard, gymnasium, assembly, etc.

Vocabulary

community, manners, respect, growth, sportsmanship

EVALUATION

Teacher observes if children seem to make new friends more readily. She notes how these new friends are made.

Teacher appraises the quality of pupil responses elicited with respect to code of good sportsmanship and daily working habits.

Ask children questions, such as the following:

Why is there a need for rules in the classroom?

How do rules and laws help people to live safely in the neighborhood?

How should one handle personal disappointments, such as loss of a game?

What should one do to improve his relationships with classmates?

Why must one show respect for the uniqueness of individual members of the class?

Teacher observes pupils in committee classwork and weighs the extent of their involvement.

Eyes and Their Care

HEALTH LEARNINGS *Recommended Time Allotment:* 3 Hours

Understanding the structure of the eye

Understanding how nature protects the eye

Appreciating the need of good lighting for proper care of the eyes

Recognizing the importance of care and rest for the eyes

Developing the proper attitude toward people who wear glasses

Content	**Suggested Learning Activities**
The structure of the eye is similar to the structure of a camera.	
Rays of light enter the eye through the pupil, an opening in the front of the eye. The pupil can get larger or smaller, just as the opening of a camera can.	Place hands over eyes for about a minute and then look into a mirror or into another person's eyes. Notice how the size of the pupils change, and have class try to explain the reason for this change.
The rays of light go through the part of the eye called the lens.	Use magnifying glass to show refraction of light. Make comparison to the lens of the eye.

Content	**Suggested Learning Activities**
The picture is formed on the retina at the back of the eye. The retina is similar to a film in a camera.	Bring cameras, especially old box cameras, to school and make comparisons to the eye with reference to the shutter, the lens, and the film.
From the retina, nerves carry messages to the brain. Then one becomes aware of the picture or image.	View, touch, and discuss a large plastic model of the eye.
Nature helps to protect the precious eyes.	
The eye is surrounded by bone, except in the front. The eye is set in a cavity called the eye socket.	Draw a simple sideview picture of the eye in notebooks and label the various parts.
The eyebrows, placed above the eyes, help to keep perspiration from running into the eyes.	Look at eyes of other children and name the visible parts, i.e., eyebrows, pupils, etc.
The eyelids can be compared to little curtains that close quickly to prevent dirt, dust, and other foreign particles from entering the eyes.	Remind children that sight is only one of the five senses. Name the others and discuss them briefly.
The eyelashes along the edge of the eyelids assist in keeping foreign substances from getting into the eyes.	
The tear glands secrete a fluid that keeps the eyes clean by washing away dust and germs.	Describe what happens when a person gets something irritating in the eye.
Tear glands also lubricate the eyes.	Discuss why one lubricates his bicycle.

Content	**Suggested Learning Activities**
The eyes are delicate and require good lighting.	Do research on what is good lighting for reading. Draw up a set of rules for good reading light, and post them on the bulletin board.
Working or reading in poor light may cause eyestrain.	
Glare is a bright, dazzling light which is too strong for the eyes.	Discuss places where harmful glare may exist. Suggest ways to combat this glare.
Correct position for reading and writing helps to keep the eyes free from strain.	Draw stick figure posters to depict good reading and writing posture. Place worthwhile posters on bulletin board.
A good reading distance is 12 to 16 inches from the book.	Dramatize good and poor reading posture in the class.
The light for reading should come from behind and above either shoulder.	
The light for writing should come from behind and above the opposite shoulder of the hand that is used.	Discuss some of the types of close work in which children and adults participate.
The head should be held up and the body should be erect, yet in a comfortable position.	Experiment with different ways to sit while writing.
A person should not read in a moving train or bus.	View films, such as *See Better, Healthy Eyes.*
A prone position is not considered a good position for reading or writing.	Make a survey of how many children read in bed.

GRADE 4

Content	Suggested Learning Activities
It is important to give the eyes proper care and adequate rest.	Write a short story about a child who has difficulty with his eyes. Stress good habits and attitudes.
Eyes may be rested by looking away or out of a window after long periods of "close" work.	List a set of general rules for care of the eyes.
Closing the eyes for a short time is restful.	After some close work in class, have children rest their eyes by closing them. Let children state their reactions to this.
Bathing the eyes, first in warm and then in cold water is helpful when they are tired.	Assign children the task of alternately bathing their eyes in warm and cold water after doing their homework. Let children state their reactions.
Everyone should use his own towel.	Discuss various ways that germs can travel from one person to another.
Fingers should be kept away from the eyes.	Have child who has accidentally poked his finger in his eye or has had someone else poke him in the eye relate his reactions.
Eyes should be wiped only with a clean tissue or handkerchief.	
If anything gets in the eye which is not removed by tearing, a doctor should be consulted.	List some things which may get in the eye that might be difficult to remove.
People who wear glasses when they need them are safeguarding their eyes.	Collect pictures of well-known statesmen, athletes, and actors who wear glasses. Place these on the class bulletin board.

Content	Suggested Learning Activities
To make fun of people who wear glasses is ill-mannered.	
Modern eyeglass styling and wide variety of colored frames make it possible to select eyeglasses that are aesthetically attractive.	
Wearing glasses often enhances one's appearance.	Create and make designs for frames of glasses that children might like to wear.
The fact of wearing or not wearing glasses is a poor basis for choosing friends.	Make a list of characteristics that one would like to see in his friends. Make note that glasses have nothing to do with these traits.

Vocabulary

enhance, glare, lubricate, lens, pupil, retina, secrete

EVALUATION

Children may be asked the following questions:

What are some parts of the eyes, and what are their functions?

How do tear glands help protect the eyes?

What are some ways to rest the eyes?

Teacher observes whether or not there is an improvement in reading and writing positions in the classroom.

During daily health observation, teacher may check the appearance of children's eyes to see if they look clear and well rested.

Teacher should be able to notice a change in attitude towards people who wear glasses.

GRADE 4

Ears and Their Care

HEALTH LEARNINGS *Recommended Time Allotment:* 4 Hours

Understanding the mechanics of how the ear functions

Appreciating the importance of good health habits with regard to the care of the ears and hearing

Learning ways of keeping ears healthy and free from injury

Content	Suggested Learning Activities
The ears are the organs of the body which make it possible for people to hear. They are composed of three parts.	Examine a large model of the ear as the teacher explains the various parts and how they work.
The portion of the outer ear which can be seen is not very important in picking up sound vibrations.	Trace the shape of the outer ear with a finger to the small opening. Compare the shape of the outer ear with some musical instruments, such as the trumpet.
The sound canal picks up sounds and continues to transmit them.	
The canal is about one inch long. It has fine hairs and wax which protect the eardrum from dust and insects.	Divide class into three committees. The first committee is responsible for a large drawing of the ear. The second committee makes a list of good health habits for care of the ears. The third committee makes a list of good safety habits for the ears. All three commitees place their material on a hall bulletin board.

Content	**Suggested Learning Activities**
The eardrum forms the inner end of the ear.	
It is a membrane made of skin.	
It is round like a drumhead.	
It picks up the air waves and prepares them for the middle ear.	Hit a small drum and make note of the sound and the vibrations.
The middle ear is composed of three bones. There is also an opening of a tube (Eustachian tube) that leads to the throat. The three bones carry the sound waves to the inner ear.	
The bones are called the hammer, the anvil, and the stirrup.	
The hammer is attached to the eardrum, and as the eardrum is moved by sound waves, it vibrates.	
The anvil is attached to the hammer.	
The stirrup is attached to the anvil. These bones move in conjunction with the hammer and eventually move the fluid in the inner ear.	Discuss why the bones received their names. Look up the definitions in the dictionary.

Content **Suggested Learning Activities**

The Eustachian tube is located between the middle ear and the throat.

Its main function is to equalize air pressure on both sides of the eardrum.

It is one of the main passageways through which infectious material travels from the throat to the middle ear.

The inner ear includes the parts which change airwaves to waves that can be sent to the brain.

The oval window is attached to the last bone of the middle ear, the stirrup. It moves when the stirrup moves.

The fluid in the spiral structure called the cochlea stimulates the hair cells which have nerve endings.

The hair cells change the vibrations to nerve impulses which then travel along the auditory nerve to the auditory center in the brain. It is then that sound is heard.

Content	Suggested Learning Activities
It is important to take proper care of the ears so that they can function properly.	Plan a radio program on care of the ears and get permission from the principal to put it on the school public address system.
The outer ear should be washed with soap and warm water and rinsed with clear warm water.	
Excessive wax should be removed by a doctor.	
Learn to blow the nose properly.	View films, such as *Your Ears*.
Blow the air in the nose carefully into a clean handkerchief.	
Keep both nostrils open while blowing the nose gently.	
Injury may cause damage to the ears.	
Avoid very loud sounds.	Find out why soldiers put cotton in their ears when firing large guns.
Avoid putting anything into the ears.	Discuss how a sharp pencil or pen might do harm to the ear.
Avoid complete blocking of sneezes.	List in notebooks the health habits necessary for proper care of the ears.
Avoid blows on the ears.	
Use extreme care in swimming and diving.	Do research about why swimming and diving may be harmful to the ears.
Do not swim or dive when you have a bad cold.	

GRADE 4

Vocabulary

auditory, ear, function, hearing, stimulate, stirrup, hammer, anvil, sound waves

EVALUATION

Ask children the following questions:

Name the three basic parts of the ear.

How can a sore throat cause an ear infection?

Why must we be careful when we are swimming or diving?

How may loud sounds, such as dynamite blasts, be harmful to the ears?

How should wax be removed from the ears?

Teacher observes if children are more careful when they blow their noses.

Teacher notes whether or not there is less absence due to ear infections and sore throats.

Safety and First Aid

HEALTH LEARNINGS *Recommended Time Allotment:* 3 Hours

Understanding the need for being careful in order to eliminate causes of accidents

Appreciating the necessity of being responsible for the safety of others as well as oneself

Recognizing the importance of safety consciousness in order to reduce accident hazards

Recognizing the need for storing inflammable substances in safe places

Appreciating the importance of obeying traffic rules for safe movement

Understanding simple first aid procedures

Content	**Suggested Learning Activities**
There are many causes of accidents.	List causes of accidents and illustrate each with a drawing for a bulletin board.
Carelessness is frequently a factor contributing to accidents.	
Carrying sharp-pointed objects with the points up may prove dangerous.	Relate stories of accidents occurring through carelessness.
Touching hot stoves, toasters, and handles of pans in which food is cooking may cause burns.	
Careless climbing is the cause of many falls.	
Accidents often happen because someone is in a hurry or is discourteous.	Discuss the proverb, haste makes waste.
Accidents can be prevented in classrooms, at home, and outdoors.	
In classrooms certain safety rules should be observed.	View and discuss films, such as *Safe Living at School.*
Use scissors, knives, and other sharp objects with caution.	
Keep the points of sharp objects towards yourself when you hand them to others.	Practice the correct method of handing a pencil or a pair of scissors to another person.
Pick up nails, pins, scissors, thumb tacks, or anything else left on the floor or on chairs.	Discuss the harm involved in many practical jokes (thumb tack on chair, etc.)

GRADE 4

Content	**Suggested Learning Activities**
Window poles should be used only by adults.	Prepare riddles, such as "I should be touched only by adults. I am a——————."
All electrical appliances should be plugged into electrical connections.	"If I am left on the floor or a chair, someone will get hurt. I am a——————."
A School Safety Patrol is organized to curb the number of accidents.	Invite the captain of the Safety Squad to discuss the importance and role of the Safety Patrol.
Pupils on the Safety Patrol guard busy street crossings.	
They see that all children cross safely and only at the crosswalks.	
At home, certain rules will help to prevent accidents. The medicine chest is a likely origin for home accidents.	Write letters to parents, requesting permission to make a survey of safety conditions in the home and use the findings as a basis for discussion and for written language work.
Bottles in the medicine chest should be properly and clearly labeled. Medicines should be clearly out of reach of children as a safeguard against indiscriminate use.	Write to a local chapter of the American Red Cross for the purpose of finding out how to label and store medicine in the medicine chest.
Children should not take medicines or any unknown solid or liquid without parental guidance.	Prepare an exhibit which includes pictures or illustrations of right and wrong practices. Invite other classes to view the exhibit.

Content	**Suggested Learning Activities**
Nails should be short enough not to come through boards being nailed together. If they do come through, they should be bent over to prevent injury.	
When whittling or carving, cut away from, rather than toward, oneself.	
Accidents resulting from fires can be prevented.	Develop safety rules for the prevention of fire in the home, illustrating each rule with a suitable picture or free drawing.
Matches must be kept out of the reach of children.	
After using a match, blow out the flame and break it into pieces.	Prepare a skit on fire and burn prevention dealing with matches, electricity, and combustible materials in the home.
Turn the handles of pots and pans toward the back of the stove and use pot holders.	Make a pot holder for Mother's Day, using a loom in the arts and crafts class.
Keep clothing, hair, and curtains away from flames.	
All electrical appliances may be used by children only with adult supervision.	
Fire may result when inflammable materials, such as gasoline, kerosene, cleaning fluid, and oil are placed near heat or flame.	List fabrics which are highly inflammable.

GRADE 4

Content	Suggested Learning Activities
There are safety rules to be followed outdoors and on public transportation.	
Identify the safest route to use to and from school.	Prepare maps indicating the best routes to and from school. The maps should reveal the location of traffic signals and crosswalks.
Learn to obey and respect the policeman, crossing guard, and the safety patrol.	Invite the traffic patrolman to come to school and discuss ways in which he and traffic signals help to keep traffic moving.
Always cross at corners and wait for the appropriate green traffic light. Look both ways before crossing.	Prepare traffic and safety signs and discuss their meaning.
Safety rules should be followed on public transportation.	
Choose a seat and sit quietly.	Make drawings depicting safe practices in connection with bus transportation.
Keep belongings out of the aisles.	
When you leave a bus, hold the door open for the person behind you.	
First Aid procedures are necessary in times of emergencies.	
If the assistance of a doctor, policeman, or an adult is needed, boys and girls should look for and know how to use the nearest telephone.	Find out the correct method of using a telephone to obtain help in an emergency.

Content	**Suggested Learning Activities**
While awaiting adult help, it is important to help the injured person feel comfortable.	Discuss the ways in which it might be possible to help an injured person feel comfortable.
To prevent further injury, first aid should be given for cuts, burns, and bruises.	Invite the school nurse or doctor to demonstrate proper first aid for cuts, burns, and bruises.
A small cut requires simple first aid.	
First wash the hands with soap and water, and then wash the cut with soap and water.	Discuss why the hands must be washed before the cut is washed.
Place a sterile bandage or band-aid over the cut to maintain cleanliness.	Demonstrate the proper method of applying a sterile bandage or band-aid to an injured person.
Since burns differ in degree, first aid will consist of administering cold water first and then applying a dry, clean dressing or bandage.	Discuss the symptoms of a burn.
For bruises, first aid consists of applying ice or cold water to the bruise to minimize the swelling.	Discuss the causes of bruises.

Vocabulary

assistance, toaster, discourteous, appliance, whittle, inflammable, kerosene, sterile, bruise

EVALUATION

Teacher observes children's use of supplies, materials, and equipment in classroom with regard to safety.

GRADE 4

Teacher discusses with school-crossing guard children's practice of traffic rules.

Parent-teacher discussions reveal the child's recognition of the importance of safety consciousness at home, at school, and on class trips.

Ask children the following questions:

How can we help to prevent accidents at home?

How can we help to prevent accidents at school?

What safety rules should be observed with respect to the contents of the medicine chest?

Where should inflammable material be stored? Why?

How do traffic rules help to get children to and from school safely each day?

How does a school safety patrol help to prevent accidents?

How can children help to prevent accidents when they ride on public transportation?

What are the first aid procedures to be followed for cuts, burns, and bruises?

Exercise, Rest, and Sleep

HEALTH LEARNINGS *Recommended Time Allotment:* 3 Hours

Recognizing the need for proper exercise

Recognizing and understanding the importance of rest and sleep

Appreciating the fact that the need for exercise, rest, and sleep varies in individuals

Content	Suggested Learning Activities
Proper exercise is necessary for maintaining good health.	Discuss various well-known athletes and describe some of the physical activities in which they participate.

Content	**Suggested Learning Activities**
Muscles are kept in better condition if they are properly exercised.	Conduct physical fitness tests with children in the school to see how they compare with other children in the country.
They grow and become stronger through exercise.	View films, such as *Exercise for Happy Living.*
They function better if they are in good condition.	
Sleep is an important health requirement for all people.	Describe how one feels when he is "all in." Make a list of good health habits that will help eliminate this feeling.
When fatigue sets in, nervousness, restlessness, and irritability are usually present.	Request the school nurse to discuss with the class the importance of plenty of rest and sleep.
Sleep is necessary to give the body time to recover from fatigue.	
Other activities have greater meaning when the body is in good physical condition.	Make a list of activities that are enjoyed more if one is well-rested.
Food tastes better and is more valuable to the body.	Plan a cookie and fruit juice party. Discuss how the refreshments might taste if one were tired as compared to how they might taste if one were rested.
A person's mental outlook is better and more relaxed.	View films, such as *Rest That Builds Good Health.*
Life, in general, is more pleasant and enjoyable.	
Rest and sleep are necessary for a strong, healthy body. Growth of cells and formation of new cells takes place while the body is at rest, asleep or awake.	Compare a broken down motor in a car to worn out muscles. Elicit from the children the fact that the muscles can repair themselves while the car cannot.

GRADE 4

Content	**Suggested Learning Activities**
Requirements for sleep vary with individuals.	Make a list of rules that help promote good sleep.
A young growing person needs a great amount of sleep.	
An older person may need less sleep. Some take short "cat" naps during the day.	
A person who does physical work usually needs a great amount of sleep.	Check a health teaching text to find out the recommended number of hours of sleep for different age groups. Have each child check the actual number of hours he sleeps with those recommended for his age group.
A person in a sedentary job may need less sleep.	
In most cases, each person must find out by experience how much sleep he needs.	
Younger children and babies depend on their parents to assure their getting the proper amount of sleep.	Discuss how much of the day young babies sleep.
Preparation for sleep is important if it is to be of value.	
A quiet activity before going to bed assists a person in going to sleep.	List some valuable quiet activities that could be participated in before going to bed.
A warm bath before bedtime promotes good sleep.	Take a warm bath before retiring and discuss the results of this in class.
Bed clothes should be light and suited to the season.	Discuss why bed clothes should be light. What are some of the materials that are used?
Pajamas and nightgowns should fit loosely.	Name the four seasons and describe suitable bed clothes for each season.

Content	**Suggested Learning Activities**
Proper ventilation is a prerequisite for sound sleep.	Discuss what is considered proper ventilation in a bedroom. See how it differs from a classroom.
A glass of warm milk sometimes promotes sleep.	Ask each child to take a glass of warm milk before retiring on a specific night. Take a survey the next day to see if it seemed to help the children sleep better.
Mild exercise or a leisurely walk sometimes promotes sleep.	List some of the mild activities children might engage in before retiring.
	Make a list of rules that promote good sleep, and place this list on the bulletin board.

Vocabulary

condition, fatigue, muscle, need, requirement

EVALUATION

Children may be asked to answer the following questions:

Why is it important to exercise?

Why is rest important?

Why is sufficient sleep important to good health?

How much sleep do we need?

List some ways of improving sleep.

Teacher observes children during physical activities to see if there is a greater effort to get exercise.

Teacher observation of class may show that children seemed more rested, as a result of getting more rest and sleep.

Children can be asked to write a short composition on sleep and rest or exercise.

GRADE 4

Alcohol, Tobacco, and Substance Abuse

HEALTH LEARNINGS *Recommended Time Allotment:* 3 Hours

Understanding that the use of beverage alcohol may result in health problems

Understanding why the use of tobacco should be avoided

Recognizing that social pressure sometimes promotes drinking and smoking

Gaining knowledge about alcohol, tobacco, and substance abuse which enables one to make sound judgments and intelligent decisions

Content	**Suggested Learning Activities**
Drinking alcoholic beverages may cause drunkenness. Drunkenness causes feelings similar to illness. Young children may become ill as the result of drinking alcoholic beverages.	Discuss the differences between normal behavior and drunken behavior. Relate personal experiences of illness, identifying symptoms. Make analogies with drunkenness. Discuss personal experiences involving the drinking of alcoholic beverages. Describe how parents limit or prohibit the amount of alcoholic beverages given to children.
It is illegal for children to be served alcoholic beverages.	Discuss why the state feels it necessary to prohibit the sale of alcoholic beverages to children.
It is better for growing boys and girls to drink milk and fruit juices than alcoholic beverages.	Place pictures of milk and fruit juices on the bulletin board. List some of the reasons for drinking these particular beverages.

Content	**Suggested Learning Activities**
It is important that children refrain from using tobacco.	Bring an empty cigarette package to school. Look at the list of ingredients in cigarettes. Discuss why states make it illegal for cigarettes to be sold to children.
It is illegal to sell cigarettes to children.	
Tobacco, which contains nicotine and tars, affects the lungs and blood vessels.	Invite the school doctor to discuss the harmful effects of smoking.
The lungs become more susceptible to colds and infection.	
The blood vessels are constricted, thus making the heart work harder to pump the blood.	Take a wide straw and a narrow straw. Suck milk, fruit juice, or water through each. Which one makes it easier to get the liquid? Make a comparison to blood vessels.
Most young people smoke to win the "approval" of their peers.	
Everyone wants to be one of the group.	
It takes a great amount of courage to refuse to smoke when urged on by one's peers to try it.	
Smoking is a costly habit.	Try to estimate how much money it costs to advertise tobacco on television, radio, and in newspapers. Who pays for this?
	Find out how much the taxes are on cigarettes.

GRADE 4

Content	**Suggested Learning Activities**
Athletes are much better performers if they do not smoke.	Discuss why many well-known athletes have discontinued providing approval for cigarettes even though it means a loss in personal income.
The inhalation of the fumes of non-medicinal substances is a dangerous way to get a "kick" or a "thrill."	
Among non-medicinal substances that can be harmful are such things as paint, paint thinner, airplane glue, lacquer, nail polish remover, and gasoline.	Invite a representative of the medical or nursing staff of the Department of Health to discuss the perverted use of non-medicinal substances, emphasizing their possibly harmful physical effects. Read and report on the dangers of the inhalation of the fumes of airplane glue.
The inhalation of these non-medicinal substances may cause nausea and vomiting.	
The inhalation of these non-medicinal substances may cause serious mental and physical damage.	Institute a question box in which children may place questions and problems for classroom discussion.

Vocabulary

abuse, affect, alcohol, approval, beverage, confusion, construct, damage, diminish, nicotine, peer, tar, tobacco, refrain

EVALUATION

Teacher may ask questions, such as:

Why does the state make it illegal to sell cigarettes or alcoholic beverages to children?

How does cigarette smoking affect athletes?

What is the effect of alcoholic beverages on the driver of an automobile?

What is the wisest policy for young people to follow with respect to the use of alcohol and tobacco?

What is the effect on the individual of the inhalation of the fumes of such non-medicinal substances as airplane glue, paint, paint thinner, lacquer, nail polish remover, and gasoline?

Parent-teacher conferences may show that children are bringing home pertinent information to their parents.

Teacher may observe a change in attitude and actions in the children who have been or who are suspected of smoking.

GRADE 5

Cleanliness and Health Protection

HEALTH LEARNINGS *Recommended Time Allotment:* 4 Hours

Understanding the structure and function of the skin, nails, and hair

Developing desirable attitudes, habits, and practices related to the protection and care of the skin, nails, and hair

Appreciating the relationship between cleanliness and health protection

Appreciating the values of desirable habits of cleanliness in terms of self-esteem and sociability

Developing the qualities of judgment and critical analysis in the evaluation of commercial products that are used in connection with care of the skin, hair, and nails

Content	**Suggested Learning Activities**
The skin provides a first line of defense against disease and infection. If skin is intact, it prevents germs from entering the body. Bacteria are destroyed by fatty acids from the oil and sweat glands in the skin.	Draw a diagram of the skin. Label the following parts: the dermis, the epidermis, the oil and sweat glands, and the hair follicle.
Infectious germs collect on the skin when proper cleanliness practices are not followed. Dirt catches in the folds and gland openings of the skin.	Explore the following situation: A boy has not been washing his hands regularly. There are many harmful germs on his hands. He has an open wound on his finger. What may happen?

Content	Suggested Learning Activities
Failure to clean the body properly results in or may aggravate skin problems, such as infections, rashes, athlete's foot, boils, acne, and body odor. Some medicines prescribed by a physician are effective for treating athlete's foot.	Invite the school physician to speak to the class about the problem of acne. In a health textbook read the pages which deal with the care of the skin. List the precautions to be followed in public showers and swimming areas as protection against athlete's foot and impetigo.
A daily bath serves to wash away harmful germs that gather on the skin.	Elicit class solutions to the following problem: A child cannot bathe every day because there are eight children in the family. The bathroom in this overcrowded apartment is in constant use all day long.
Bathing is most effective when the water is at body temperature and when the body is washed with well-lathering soaps. It may be necessary, in addition to frequent bathing, to use a deodorant for increased protection against body odor.	Develop a sociodrama around the following situation: Johnny is annoyed because his parents constantly remind him to take his daily bath.
Some harmful germs are destroyed when the skin is exposed to sunlight. Special care must be taken to avoid overexposure to the sun's rays. Sunlight helps to clear up acne and boils.	Find out what can happen to the skin if the body is overexposed to the sun's rays for a continued period of time. Refer to a health textbook.
Frequent, regular brushing and washing of the hair helps to prevent conditions, such as dandruff, dry scalp, and pediculosis.	List the names of well-known commercial preparations that are used in connection with the skin and hair. Evaluate the claims of slogans and jingles often associated with each product.

GRADE 5

Content	**Suggested Learning Activities**
Cleanliness of finger and toenails eliminates another potential site for the growth of germs.	Invite the school nurse to demonstrate the proper method of cutting finger and toe nails.
Infections and conditions, such as ingrown toe nails can be prevented by the use of proper cutting techniques. (Cut straight across.)	
The hands come in contact with a variety of germ laden objects. Therefore it is very important for the hands to be washed frequently with soap and warm water.	View films, such as *Care of the Skin.*
The hands should be washed thoroughly before and after the use of the toilet and before handling or eating foods.	Make a number of posters dealing with hand cleanliness. These posters are to be displayed in the cafeteria and in the toilets of the school.
The washing of the hands, face, neck, and ears upon rising and before going to bed should be developed as a daily health practice.	Make a list of diseases a person may get by eating with unclean hands.
Self-pride and a good appearance depend greatly upon cleanliness.	Elicit pupil reactions to this problem: "Two boys apply for an after school job. One boy is clean and well-groomed. The other has a slovenly appearance. Which boy is likely to be hired? Why?"
A clean person feels assured about himself.	
People are often judged by the way they look.	

Content	**Suggested Learning Activities**
Protection against infection is reinforced when people are careful not to share towels, combs, brushes, etc. with friends and family members.	Discuss the following situation: Your friend is offended because you refuse to let him use your comb. What do you say to him?

Vocabulary

glands, hair follicle, deodorant, rashes, athlete's foot, ringworm, acne, boils, folds, pores, dandruff, ingrown, infection, scalp

EVALUATION

The teacher notes changes in cleanliness practices as indicated by pupil responses on questionnaires issued before and after development of the unit.

The teacher observes changes in pupil appearance as the unit is developed.

Changes in pupil attitudes toward cleanliness are noted by the teacher in the course of pupil-teacher conferences.

The teacher notes changes in health practices in the home as indicated in the course of conferences with the school nurse, guidance counselor, and para-professionals, such as family assistants.

The teacher determines the extent of progress in acquiring knowledge by the administration of tests involving questions, such as: Why is it important to wear bathing slippers at public beaches and swimming pools? How does our skin protect us against disease and infection?

Nutrition

HEALTH LEARNINGS

Recommended Time Allotment: 7 Hours

Understanding the process of digestion

Appreciating the factors that influence the digestive process

Understanding the process of absorption

Learning how waste material is removed from the body

Content	**Suggested Learning Activities**
Digestion takes place within the food tube (alimentary canal).	Look at a chart of the food tube (alimentary canal), and trace the path of food through the tube.
Digestion is a process in which food is changed to a form that can be used by the body.	
Unusable parts of the food are eliminated from the body.	
Many parts of the body assist in the digestion of food.	
The teeth bite and grind the food.	
The tongue helps to bring the food to the teeth. Also, it aids in swallowing.	
Saliva from glands in the mouth help to change food into a soft mass.	
The esophagus is that portion of the food tube which connects the mouth with the stomach.	Identify that area of the food tube which is a connecting link between the mouth and the stomach.
The stomach is a hollow sac in which food is churned and mixed with juices (enzymes).	
The small intestine is the part of the food tube (alimentary canal) where digestion is completed and where food leaves the tube and enters the blood (absorption).	
The large intestine is the next part of the food tube (alimentary canal).	

Content	**Suggested Learning Activities**
Food which is not digested passes into it before being eliminated from the body.	
Daily practices should be established to promote good digestion.	Discuss practices that tend to promote good digestion.
Meals should be eaten at regular times.	
Eating should take place in pleasant surroundings and should be done in leisurely fashion.	Post pictures or drawings illustrating behavior in the school lunchroom and evaluate the behavior.
Sweets should be eaten at the end of a meal and in small amounts only.	Prepare and participate in a sociodrama depicting desirable eating habits.
	Write poems, jingles, and songs which deal with practices that promote good digestion.

Vocabulary

absorption, alimentary, enzymes, esophagus, intestines, saliva

EVALUATION

Teacher observes class in the school lunchroom and seeks answers to these questions:

Are the children eating in a leisurely fashion?

Is the atmosphere pleasant?

Are sweets eaten at the end of the meal?

Ask children these questions:

What are the parts of the digestive system?

What is the function of each part of the digestive system?

Where does food leave the food tube and enter the blood stream?

GRADE 5

Dental Health

HEALTH LEARNINGS *Recommended Time Allotment:* 3 Hours

Developing an understanding of the structure and function of the teeth

Developing a positive attitude regarding individual responsibility for care of the teeth

Developing an awareness of the need for safety precautions for care of the teeth

Content	Suggested Learning Activities
A tooth is constructed of three main parts.	Read recommended material on structure of the tooth and report on same to class.
The crown is the part visible in the mouth.	
The root is set into the gums and jawbone.	Draw a picture of a tooth and label its parts.
The neck is between the root and the crown.	List some of the advantages of healthy-looking teeth.
The tooth is composed of three types of living tissue.	Read recommended material on the function of enamel, dentine, and pulp. Report same to class.
The enamel is the hard white outer covering visible to the eye. It is the hardest substance in the body.	Draw a cross-section of a tooth and identify the function with the various parts.
The dentine is under the enamel. It is softer than enamel but harder than bone.	
The pulp is the innermost part of the tooth. It contains nerves and blood vessels.	

Content	**Suggested Learning Activities**
There are two sets of teeth. There are 20 temporary teeth. There are 32 permanent teeth. All teeth are classified as incisors, canines, bicuspids, or molars.	Investigate the different types of baby teeth, their function, and their care. Report findings to class. Handle large models of baby teeth and permanent teeth. Use mirror, and let children identify some of the teeth in their own mouths.
It is important to take proper care of the teeth.	
A proper diet helps to keep the teeth healthy.	
A visit to a dentist at least once a year promotes good dental health.	Invite a dentist to visit the class to reinforce the importance of periodic checkups.
The proper cleaning of teeth helps to prevent decay.	Request the dental hygienist to demonstrate the proper way to clean the teeth.
Teeth should be protected from dangerous situations.	List games that might cause harm to the teeth and tell what can be done to prevent possible accidents. Cut out pictures of sports equipment that protects the teeth.

Vocabulary

permanent, temporary, deciduous, dentine, pulp, enamel, molar, bicuspid, canine, incisor, tissue

EVALUATION

Ask children the following questions:

Why do we have different types of teeth?

Why is it important to visit the dentist often?

Why must teeth be cleaned properly?

What can we do to prevent accidents involving the teeth?

Teacher observes whether or not "completion" or "under treatment" notes relating to teeth are returned more readily.

Teacher observes an increase in the awareness of safety at the physical activities period.

Teacher observes whether or not there is an improvement in the cleanliness of the teeth.

Mental Health

HEALTH LEARNINGS *Recommended Time Allotment:* 5 Hours

Understanding the factors which influence personality development and attitude changes

Developing insights into the factors which contribute to better acceptance by family and friends

Developing the habit of budgeting time for work and play

Content

Personality development depends upon heredity, environment, and experiences.

Heredity is the sum of qualities and potentialities derived genetically from one's ancestors.

Environment is the sum of social, cultural, climatic, and geographical features of one's surroundings.

Experiences, both good and bad, also help to mold a personality.

Suggested Learning Activities

Initiate discussion of personality development by utilizing resource materials for defining: person, personality, heredity, environment, experience, habit, attitude.

Bring in a photograph of your family. What evidence can you exhibit to the group that would indicate hereditary influences? Why is there sometimes a lack of such evidence? (It is important to note that heredity often is traceable to ancestors absent from the family album.)

Content	**Suggested Learning Activities**
Personality development may be enhanced when one tries to understand himself. The appearance of a person and his manner of speech and behavior are part of his personality. One's abilities, habits, and attitudes are also important elements of personality. Speech, behavior, ability, habits, and attitudes are all affected by heredity, environment, and experiences.	Show the filmstrip, *Growing Up*. What are the habits that the filmstrip tries to teach? (cooperation, responsibility, sportsmanship) Why is each of these habits important to you and your friends? Show the filmstrip, *Likes and Dislikes*. Why do children prefer friends who are clean and well-groomed?
A person's emerging attitude toward himself, his family, his friends, and his school form an important positive or negative element of his personality. When one is encouraged to achieve something that is within his ability, he can usually accomplish this task with an accompanying sense of satisfaction and confidence.	Try to speak cheerfully and to smile pleasantly at everyone you speak to for one day. Do you notice anything different about the people to whom you speak? Does their attitude toward you seem to have changed? Initiate a discussion about the concept of self-image. Ask questions, such as: Which is the best school in the borough? Which is the best class in the school? Who is the best boy (or girl) in the class? (It is important to convince yourself that your unique combination of abilities can help assure you success in many endeavors).

Content	**Suggested Learning Activities**
Conversely, when one is given no encouragement, a corresponding lack of motivation may result. This, in turn, inhibits and reduces the scope of experiences and results in what appears to be poor achievement or ability.	What do you do when you fail to achieve success? (There are many ways to handle this problem. A project may require more time or greater effort.) Read the poem, "Try Again." What is another good name for this poem?
A positive self-image requires interest, encouragement, and support. These should be offered by family, friends, and school.	
A positive attitude toward family, friends, school, and community should result in the acceptance and sharing of responsibility.	Initiate a discussion of the meaning of responsibility by showing the filmstrip, *Responsibility*.
Sharing is usually applied to love, affection, attention, and material things.	
Responsibility is usually applied to love, affection, attention, and material things.	
Anger or "temper" sometimes interferes with the process of sharing. One must realize that anger is a natural feeling but that it acts as a barrier to logical reasoning.	Show the filmstrip, *Getting Along with Yourself*. How do you control your temper?
A "cooling-off" period frequently helps to control one's anger or temper. Speaking with parents, teachers, and others usually helps to ease a conflict.	

Content	**Suggested Learning Activities**
When one changes his attitudes as a result of his experiences, he is said to be "learning." This, generally, makes his personality more acceptable.	
There are specific personality traits which family and friends find acceptable. These are described below.	Read a story from the biographical booklets entitled "They Are Heroes." What are some of the acceptable traits that these "heroes" appear to possess?
Appearance should include good grooming, cleanliness, and posture which is indicative of healthful living.	Clip magazine pictures of boys and girls who are well-groomed. Compare these to picture of children whose appearance is unsatisfactory. Which children would you prefer as friends? Why?
Manners should be based upon kindness and cheerfulness.	
One should be as *mature* as he can.	Show filmstrip, *Getting Along with Friends*. What good traits are emphasized in this filmstrip?
Dependability is a very important characteristic.	Clip magazine pictures of boys and girls who appear to be friendly and cheerful. Compare these to pictures of children who seem to evince opposite characteristics. Which children would you prefer as friends? Why?
If it is possible, a good sense of *humor* should be developed.	
No trait is more important than a sense of *responsibility*.	Analyze the personality of a school or class leader. What are the traits that make him an attractive personality?

GRADE 5

Content

In order to carry out responsibility one must learn to budget his time for work and play.

Realistic schedules should include consideration of family structure and the needs for study, chores, and recreation.

Weekly and daily schedules of one's time budget should be developed as a response to individual, family, and community needs and interests.

Parents should have an important cooperating role in helping to devise and implement children's time schedules.

Suggested Learning Activities

Report on your schedule of daily activities. Do you include time for homework, helping parents and other family members? Is there time for exercise, a hobby, reading? How does your schedule differ from those of other children in your class?

Mount a bar graph of your time schedule on the bulletin board showing the percentage of time for eating, sleeping, studying, etc.

Vocabulary

personality, environment, experience, attitude, habit, ability, self-image, anger, temper, sharing, grooming, mature, courtesy, dependability, humor, responsibility, cheerfulness

EVALUATION

Ask the class to draw up a list of acceptable personality traits. To what extent do children list items, such as appearance, dependability, courtesy, cheerfulness, maturity, humor, and responsibility?

Conduct a "matching-type test" using items, such as

heredity
environment
experiences
appearance
maturity

clothing and posture
grown-up
surroundings
ancestors
direct contact

Stimulate group to "find" and dramatize a brief, written skit in which a child changes his attitude. It may involve adopting neat appearance, becoming punctual, or controlling anger. To what degree do the children show empathy with the subject?

Ask the class to submit a new personal time budget. Is there a better utilization and balance now, as a result of the learning experience?

To what extent are children participating in worthwhile hobbies?

Develop a chart with class which indicates participation of each child in class, school, and community projects (Scouts, Sea Cadets, etc.). Is there evidence of a more positive attitude of pupils toward themselves, school, and community as a result of this health teaching unit?

Eyes and Their Care

HEALTH LEARNINGS *Recommended Time Allotment:* 4 Hours

Recognizing the importance of sight to the individual in daily life

Understanding the protective mechanism of the eye

Appreciating the similarities between the eye and the camera

Understanding the services of eye specialists in the care of the eyes

Appreciating the importance of eye safety in daily life

Content	**Suggested Learning Activities**
Specific body structures and functions serve to protect the eye.	
The eye is located in a bony structure called the socket which gives protection to the eye.	Press fingers gently along the bony structure into which the eyeball fits and report on the protection it offers.
The eyelids cover the eyes in sleep, and in the daytime snap shut involuntarily when anything that might harm them comes toward the eyes.	Note the closing of the eyelids in the face of bright lights.
The eyelashes filter dust and foreign bodies from the air, thus protecting the eyes.	Observe one another's eyelashes and report on the structure which makes eyelashes peculiarly adapted to filter dust and foreign bodies from the air.

GRADE 5

Content	**Suggested Learning Activities**
The eyebrows keep perspiration from running into the eyes from the forehead.	Discuss the eyebrows as structures which protect the eyes.
Tear glands secrete a slightly salty fluid called tears which wash the surface of the eyeballs.	Read recommended literature and report on what would happen to the eyes were it not for the constant washing of the surface of the eyeballs.
The human eye is very similar to a camera.	
The box of the camera corresponds to the globe of the eyeball.	Study the parts of a camera. Make a drawing of the eye and the camera and pair off the corresponding parts.
The opening which lets light enter a camera corresponds to the opening called the pupil which lets light enter the eyeball.	
When the light is bright, the size of the pupil is diminished.	Observe size opening of camera for different fractions of a second. Study the pupil of the eye by looking at it in a mirror. Note the change in its size as the result of the amount of light entering it.
The lens is a device of the eye which bends light. It gets thicker or thinner depending upon the distance an object is from the eye.	

Content	**Suggested Learning Activities**
Nerve endings in the sensitive layer of the eye receive light, transform the rays into nerve impulses, and transmit the impulses to the visual center in the brain.	Draw the receptors of the optic nerve.
There are three kinds of specialists concerned with the care of the eyes.	Invite the school nurse to discuss the differences between eye specialists and quacks.
The ophthalmologist or oculist is an eye doctor who treats defects, injuries, and diseases of the eyes, and who prescribes glasses when necessary.	
An optometrist is licensed by the state to test the eyes for errors of refraction and prescribe corrective lenses.	Report on the facilities available in your community for providing professional eye examinations and needed eyeglasses for children who cannot afford them.
An optician makes the glasses prescribed by an ophthalmologist or optometrist.	
It is important to wear and care for eyeglasses for the improvement of one's vision.	Observe two pairs of glasses, one smudged and one clear, and report on the degree of visibility. Discuss safe ways of caring for eyeglasses.
The function of the eye is closely identified with eye safety.	Cut out newspaper clippings dealing with the impairment of sight as a result of accidents resulting from cinders, dust, steel filings, and sharp objects. Indicate what safety measures could have prevented this loss of vision.

Content	**Suggested Learning Activities**
	Discuss the advantages of safety goggles in games, stressing that people have one pair of eyes throughout life.

Vocabulary

socket, sensitive, eyelids, eyelashes, eyebrows, tear glands, pupils, lens, accommodation, oculist, optometrist, optician

EVALUATION

Ask children the following questions:

How are the eyes protected?

In what way is the human eye similar to the camera?

What eye services are rendered by the ophthalmologist? optometrist? optician?

How should one care for eyeglasses?

Safety and First Aid

HEALTH LEARNINGS *Recommended Time Allotment:* 3 Hours

Developing proper safety habits for home living

Practicing safety as a pedestrian and as a bicycle rider

Appreciating the need for wearing proper attire while at play

Understanding the need for safety practices at swimming pools and beaches

Applying first aid treatment for wounds, burns, and scalds

Content	**Suggested Learning Activities**
Accidents are the leading cause of death in the school age population. Most accidents can be prevented through the development of proper safety habits.	Describe an accident in which you were involved. Describe how it could have been prevented.

Content

Many accidents occur at home. These can be avoided through adhering to the following safety rules:

Toys and other objects should not be left on floors, on stairways, and in hallways.

Rubber mats should be used in bathtubs.

Snow and ice should be removed from steps and walks.

Step ladders, rather than makeshift devices, should be used for painting, reaching high shelves, and changing ceiling lightbulbs. Stepladders should be in good condition, firm, properly positioned, and used with caution.

Matches should be stored in a safe place. They should be used only by adults or with adult supervision.

Electrical appliances should not be used by children except under direct supervision of adults. Frayed cords should be replaced at once.

Suggested Learning Activities

Write to the National Safety Council for information about accident prevention for children. Report to the class on the numbers and types of accidents that most affect children.

Make a list of the situations in the home that may cause accidents. Include items, such as toys left on floor, hot pot handles extending over the top of stove, and space heaters used during cold weather to supplement regular heating apparatus.

Ask parents or the teacher to demonstrate the proper use of a stepladder. (Borrow a stepladder from the custodian, and enlist his assistance.)

Prepare a skit which shows how and why a family always appears to have accidents.

Show a film that emphasizes how electric shock and fire are caused by faulty handling of electrical appliances.

GRADE 5

Content	**Suggested Learning Activities**
Poisons (insecticides, cleaning fluids, certain medicines) should be clearly labeled and placed out of reach of children.	
Many children are hurt as pedestrians. This number can be reduced if these rules are observed: Cross at corners only. Cross only with the green traffic light, if there is one. Look both ways for cars turning the corner. Obey the appointed officials who help people cross safely. Since motorists sometimes cannot see pedestrians, it is important to look carefully both ways before crossing.	Bring in pictures of traffic signs and signals. Discuss the reasons for the octagonally shaped stop sign, the role of the motorist, and the responsibility of the pedestrian to stop, look, and listen. Construct a science project showing how a clock-like switch makes the traffic lights go on and off alternately. Use outer circumference of coffee can between two metal brushes (wire) to carry dry cell current. Insulate half of can with scotch tape as insulator. As can is rotated manually, the electricity will be conducted to light bulb, and then the circuit will be broken (by tape) to put light out.
Many children are hurt as they ride bicycles. Children can operate bicycles safely if they observe some basic rules:	Send for and mount for exhibition pictures, pamphlets, and brochures on the fun and benefits of bicycle riding.
Locate and utilize "safe" bicycle areas in your community, such as specially designed roads in parks.	Locate safe bicycle areas in your community, such as bicycle paths in parks and play streets.
Obey traffic lights and signs.	Invite the Safety Division of the Police Department to your assembly to speak on the topic of bicycle safety.

Content	Suggested Learning Activities
Practice defensive driving at all times. This means that you must have a large space between you and any possible obstacle. You should assume that motorists and pedestrians will not always see or protect you.	Report to the class on the subject of defensive driving. What does it mean to a motorist? What value might it have for a bicycle operator? Find out what measures you should take while driving your bicycle in traffic. Ask the policeman on your block about the special rules for bicycle riders.
Avoid riding someone on your bike. It makes the job of pedaling, steering, and braking more difficult and hazardous.	
Know all traffic rules.	
Wearing the proper clothing for fun and games contributes to safe living.	
Sneakers or rubber-soled shoes afford better traction and thereby prevent slipping.	
Eye glasses should be removed in contact games or should be protected by eye safety guards.	
Clothing worn for games should be loose enough to permit freedom of movement. However, it should also afford some protection. It should be washed regularly since it absorbs perspiration.	Watch professional athletes on TV. You will notice that players wear protective devices, such as knee guards, metal-lined caps, and shoulder pads.
Many children lose their sense of enjoyment at beaches and swimming pools because they forget safety regulations.	Make a list of the pools and beaches in or near your community. Tell what some of the safety regulations are.

Content

Obey all signs posted for your safety and convenience.

Know where the lifeguard is so that you can call him for help, if necessary.

Know where life-saving devices, such as poles, life rings, and ropes are located so that you can find them, if necessary, to help a person in danger.

Be sure you understand which areas are deep enough for diving and shallow enough for beginner swimming.

Take the sun in gradual doses since long exposure may produce painful burns.

Wear a hat, shirt, and long pants if you are sensitive to the sun. Use oil or lotion to help protect your skin against dangerous overexposure.

First aid means helping someone who is hurt or suddenly sick. This help is the kind that you give before a doctor, hospital, or other assistance can be administered.

Know where and how to get adult help at home, at school, and in the community. Know how to use the phone in case you need to phone in an emergency.

Suggested Learning Activities

Get swimming safety posters from the Water Safety Division of the American National Red Cross in your borough. Post these in your room.

4

Content	Suggested Learning Activities
Wounds are classified as abrasions, lacerations, and punctures.	Show pictures of various types of wounds. Classify the wounds as abrasions, lacerations, or punctures.
Where there is severe bleeding, this is the first preventative action to be taken: Use a handkerchief or sterile bandage to reduce the bleeding. Hold the limb or other affected area so that it is higher than the heart. (This will reduce blood pressure to that limb.)	Demonstrate, using a "victim" and a first aider, how a clean handkerchief can be used directly on a wound to reduce or halt bleeding.
Abrasions should be washed with soap and water, and then covered with a sterile dressing like a band aid.	Demonstrate washing of a simulated wound. Children should be given opportunities to serve alternately as "victims" and first aiders.
Burns should be covered with a clean dressing after first washing them with cold water. Follow-up action should be taken by a physician in case of severe or large area burns and scalds.	Show first aid films which deal directly with the subject of bleeding, burns, and scalds, such as *Your Responsibilities in First Aid.*

Vocabulary

accident, habits, insecticide, pedestrian, defensive, obstacle, traction, perspiration, overexposure, emergency, abrasion, laceration, puncture

EVALUATION

Develop a poster exhibition on "Safe Living at Home." From the posters that children construct, judge the effectiveness of the Safety Habits for Home Living Unit.

Ask children to indicate in a composition how they have changed in their habits with respect to pedestrian or bicycle safety. Observe to what degree children are aware of desirable safety habits.

Interview children in your class who have been absent. Was the absence caused by an accident? Was the accident of the type covered in this unit? Could it be utilized to reinforce the understandings of children?

Devise a "completion-type" test, such as the following?

> ________________ should be clearly labelled and placed out of reach of children. (Poisons, Medicines, Insecticides)
>
> ________________ should be put away in a safe place so that people will not trip over them. (Toys)
>
> In order to prevent slipping, a ________________ should be placed in the bathtub. (rubber mat)
>
> Use a ________________ if you want to reach for something on the top shelf of a closet in your home. (stepladder)
>
> Young children should not be allowed to play with ____________. (matches)

Exercise, Rest, and Sleep

HEALTH LEARNINGS *Recommended Time Allotment:* 3 Hours

Understanding that exercise can be the result of many varied activities

Appreciating that adequate exercise promotes general good health

Recognizing the importance of rest and that it can be obtained in a variety of activities

Developing an awareness that rest and good health practices are effective means of health maintenance

Recognizing that all activities have some inherent hazards and that caution and care can prevent accident and injury

Understanding the need for adequate sleep

Content	**Suggested Learning Activities**
Exercise can be obtained in various ways.	List types of work that people do that demand a great deal of physical exertion, a moderate amount of physical work, and little or no physical exertion.
The type of work a person does may supply a great deal of exercise.	
Children get some of their needed exercise in school.	Figure out in minutes the time spent on exercise in an average school day. Discuss its adequacy.
Children get some of their needed exercise in the after school programs and in community programs.	Name various community agencies that have activity programs. Make a detailed listing of these and arrange to distribute the listing to other classes
Seasonal sports are a means of getting plenty of needed exercise.	
Some of these are warm weather sports, such as baseball and boating.	List sports according to the season or as all-year-round activities.
Some of these are cold weather sports, such as ice skating and skiing.	Make posters depicting various sports and place some of these on the bulletin board.
Some sports, such as handball, basketball, swimming, and football can be played all year.	Name some sports that well-known athletes do in the "off" season to keep physically fit.
Calisthenics can be used when other forms of exercise are not available.	Review and do the exercises in the National Physical Fitness Screening Test. Discuss the advantages of doing these exercises daily.

GRADE 5

Content	Suggested Learning Activities
Exercising with the family is often a pleasant way of providing physical activity.	Relate activities that children do with their parents, brothers, and sisters. Discuss the special values that these activities promote.
Rest can be obtained in various ways.	
Some people enjoy reading, painting, etc. This is their way of relaxing.	Discuss activities and hobbies in which children in the class participate and that they find restful and relaxing.
Daydreaming for a few minutes is relaxing.	Try thinking for a short time of a trip to a distant place. Discuss how one feels after this daydreaming.
Closing one's eyes for a few minutes while seated in a comfortable position is restful.	Sit comfortably and close eyes for a few minutes after some taxing work. Write a short paragraph on the results of this experiment.
Listening to good music is sometimes a restful experience.	Play a record in class while the children are sitting quietly. Discuss types of music that might not be conducive to rest.
Mild exercise helps to make one feel rested.	Open the windows and do a few simple exercises, such as "Bend and Stretch," "The Jumping Jack," and "Touch the Ceiling." Ask for the reaction of the class.
One must plan for his own exercise and rest.	
He should develop hobbies according to his own interests.	Describe the various types of hobbies that children in the class do. List others in which they might become interested.

Content	**Suggested Learning Activities**
He should learn how to rest and relax.	View films, such as *Rest That Builds Good Health.*
He should learn many sports skills	Name some of the sports skills that baseball players must learn. Make a list of sports, and under each list some of the skills that are necessary; i.e., basketball would include skills, such as passing and dribbling.
He should learn the meaning of the word moderation.	Define moderation. Discuss with the class what it means with regard to everyday living.
Sleep is a requisite for good health.	Discuss the variations in the need for sleep. How does sleep affect one's exercise, play, and work?
Good health and safety habits make any form of exercise more enjoyable and more valuable for the individual.	Take various team sports and discuss the activities teams use to keep in shape before the season, during the season, and after the season.
	List some safety factors that are involved in swimming, basketball, baseball, football, tennis, and any other sports activities.
	Check to see what safety factors are used during the physical activities period and after school programs in the schools.
	Ask a child who has been injured in a game or sport to describe how it happened, how he felt, and how it might have been prevented.

Vocabulary

adequate, calisthenics, community, exercise, hobby, mild, moderation, relax, requirement, rest, seasonal, skill, variety

EVALUATION

Teacher may ask questions, such as these:

How can exercise help us?

What are some ways to get adequate exercise?

How does rest differ from sleep?

How can you become more proficient in any sport or game?

Why is it important to learn to play safely?

A check of school accidents in the playground and in the gymnasium may show a reduction in incidence.

Teacher may notice a new safety-consciousness during physical activities.

Teacher may notice that children seem more rested and relaxed.

Parent-teacher conferences may reveal that students seek more rest and sleep, new hobbies, more exercise, and a greater variety of activities.

Alcohol, Tobacco, and Drugs

HEALTH LEARNINGS

Recommended Time Allotment: 5 Hours

Understanding that there exists a variety of types of beverage alcohol that ranges from mild to strong and produces a variety of effects on individuals who use them

Understanding why some people smoke, and the relationship between smoking and circulatory and respiratory illnesses

Developing attitudes concerning the importance of abstaining from the smoking of marijuana.

Content	**Suggested Learning Activities**
Alcohol in beverages differs from other types of alcohol.	Bring in pictures of the many products that contain alcohol and identify those that are beverage alcohol.
The alcohol in beverages is a specific liquid called ethyl alcohol, grain alcohol, or ethanol. This is the only kind which may be safely consumed internally by human beings.	
Other forms of alcohol include methyl and butyl alcohol.	Read and report on forms of alcohol other than ethyl and describe their use.
These are poisonous.	
They are used for medical and industrial purposes.	
They are used as rubbing alcohol and antifreeze to keep radiators in automobiles from freezing.	
Alcoholic beverages are derived from the fermentation of sugar and yeast.	View films, such as *Alcohol and the Human Body,* and discuss the ways in which various alcoholic beverages are made.
Alcohol is often used on religious and social occasions.	Discuss the use of alcohol in religious rituals.
	Describe personal experiences in which alcoholic beverages were used for special occasions.
Alcohol may interfere with the body's proper use of foods and nutrients.	Read literature and write a composition on the topic, "How Alcohol Affects Proper Nutrition."

GRADE 5

Content	**Suggested Learning Activities**
Tobacco disturbs the normal function of many of the body's systems.	
It affects the respiratory system in many ways.	Make a simple drawing of the respiratory system, showing the nose, mouth, throat, windpipe, bronchial tubes, and lungs.
It affects the lungs.	View films, such as *The Huffless, Puffless Dragon.*
It irritates the windpipe and bronchial tubes.	Prepare a display of recommended literature on smoking for a class library corner. This may include, *Shall I Smoke?, I'll Take the High Road, Where There's Smoke, There's Danger,* and *Freckled Face.*
It affects the nose and mouth.	Read a recommended health textbook and report on how tobacco affects the respiratory system.
It has harmful effects on the circulatory system.	Find out what organs are part of the circulatory system.
It constricts the blood vessels and increases blood pressure.	Invite a physician to explain the ways in which tobacco affects the heart and blood vessels.
It increases the pulse rate.	
There are many factors which motivate children to smoke.	
There is a desire to act grown up.	
One wishes to be recognized by his peers.	Discuss the ways in which one gains recognition by peers (talent, scholarship, athletics, etc.).

Content	Suggested Learning Activities
One does not like to be called cowardly or "chicken."	Show how it takes more courage to say "no" than it does to say "yes" when someone dares you to smoke.
Cigarette advertising on television, radio, and in magazines makes cigarette smoking look very attractive.	Bring in attractive cigarette "ads" from magazines and newspapers. Discuss some of the things they do not tell.
Older persons in the home are smokers.	Discuss the affect of parents' smoking on their children. Draw some conclusions about the smoking family versus the non-smoking family.
There are many valid reasons why one should be certain not to smoke.	
The initial experience provides no pleasure.	
The habit is easier to avoid than to break.	Invite a teacher or parent to discuss the difficulty encountered in breaking the smoking habit.
Smoking is an expensive habit.	Interview an adult to determine the high cost of smoking and report same to the class.
Teeth and fingers become stained with nicotine and tars, thus making them look unsightly.	Do this experiment at home. Have someone in the family who smokes blow a puff of tobacco smoke through a clean piece of white cloth. Describe what happens to the cloth.
Marijuana is a plant that is ground up like tobacco and made into a form of cigarette.	

Content	**Suggested Learning Activities**
It affects the central nervous system and produces a dreamlike state in which the person is only partly conscious.	Make a simple drawing of the central nervous system. Do a few experiments on stimulus and response. E.g., toss a ball to a child. How does he react? Would marijuana use cause a quicker or slower response?
People under the influence of marijuana often do not have good judgment, e.g., when driving a car.	
It is illegal to possess, buy, sell, or use marijuana.	Discuss why the government found it necessary to make the sale, use, and possession of marijuana illegal.
It is very dangerous to smoke marijuana because it affects one's ability to control actions.	Invite a member of the New York Addiction Services Agency to speak to the class on the harmful effects of marijuana.

Vocabulary

bronchial, create, marijuana, nervous, pulse-rate, resistance, respiratory, systems

EVALUATION

Administer a "true-false" test, using such statements as these:

Alcohol gives a person improved physical control of himself. (false)

A person who is continually intoxicated will have a very good appetite for food. (false)

A person who is continually intoxicated is not likely to be in good health. (true)

Teachers may ask these questions:

How does marijuana affect one who smokes it?

What are the laws that govern the sale and/or possession of marijuana?

What are the effects of cigarette smoking on individuals?

Human Growth and Development*

HEALTH LEARNINGS *Recommended Time Allotment:* 3 Hours

Understanding the body changes at the preadolescent period

Becoming aware that puberty initiates the physical changes leading to manhood and womanhood

Appreciating the importance of proper hygienic habits

Content	**Suggested Learning Activities**
Individuals vary in the rate of growth.	Make personal graphs on growth, using the height and weight information noted on the pupil's health card.
The onset of puberty varies with individuals.	View films, such as *Boy to Man* and *Girl to Woman.*
Voices become deeper in boys.	Read the chapter, "Becoming an Adult," in *The Wonderful Story of You.*
Their bodies fill out.	
Boys' shoulders and chests broaden.	
Their beard begins to grow.	
The girl's body rounds out.	
Her hips become broader.	
Her breasts develop.	
Menstruation begins.	
Hair begins to appear under her arms and in the pubic region.	
Girls reach puberty sooner than boys.	

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* Separate classes for boys and girls, where desirable.

GRADE 5

Content	**Suggested Learning Activities**
The endocrine glands play an important role in pubertal changes.	
Menstruation is a normal and natural physiological function.	Show films, such as *The Story of Menstruation.*
The usual onset of the menstrual period is between twelve and fourteen years.	
It may begin as early as ten years of age or as late as sixteen or eighteen.	
In about 85% of the girls, it occurs without discomfort or pain.	
Proper hygienic habits during menstruation are important.	Read recommended literature and discuss hygienic measures during menstruation.
The hygiene of menstruation should vary little, if at all, from the usual routine.	
Warm tub baths may be taken throughout the period as at any other time.	

Vocabulary

puberty, gonads, testes, ovaries, sperm, eggs, menstruation, endocrine

EVALUATION

Ask children the following questions:

What body changes occur during preadolescence?

What glands play a role in pubertal changes?

What is the process of menstruation?

What hygienic practices should one follow during preadolescence?

GRADE 6

Cleanliness and Health Protection

HEALTH LEARNINGS *Recommended Time Allotment:* 4 Hours

Appreciate the role of the community in protecting the health of the people

Understanding the interaction between the individual and the community in the development of a dynamic community health program

Understanding the importance of healthful living as a defense against disease

Content	**Suggested Learning Activities**
People who live in communities are always faced with the menace of illness or death caused by communicable diseases.	Read about and discuss the story of the smallpox epidemic in India in 1966-1967.
Communicable diseases are diseases which are passed from person to person directly or indirectly.	Read in a health text the ways in which communicable diseases are spread. List them on a chart and place it on the class bulletin board.
Communicable diseases are caused by bacteria, protozoa, viruses, and worms.	
Examples of communicable diseases are dysentery, scarlet fever, influenza, diphtheria, tuberculosis, polio, measles, and typhoid fever.	

Content	**Suggested Learning Activities**
The community undertakes to prevent disease through a program of education, inspection, and disease control. Community agency workers strive to eliminate the conditions favorable to the growth and spread of infectious germs.	Does your community protect you against disease? Prepare a check list to help you answer this question. Include questions, such as "Is the drinking water safe?" "Are buildings free of rats and roaches?"
Through the efforts of these workers, people who violate the New York City Health Code are notified. Violators are educated in the methods of meeting desirable standards of disease prevention, and if necessary, appropriate punitive action is taken.	What do you know about the New York City Health Code? Form a committee. Prepare a report on important regulations in this code. Include items, such as a place for restaurant workers to wash and dry their hands. Do you know of a restaurant or grocery store in your neighborhood which was closed by the Department of Health? Tell us about it. Why was the store closed?
The job of disease prevention and control is carried out in many ways. Health Department inspectors visit restaurants and food stores to see that sanitary precautions are taken in the storing, preparation, and handling of food.	Conduct an inspection tour of the school cafeteria and observe how the food is stored, prepared, and handled. Prepare a list of suggestions for improvement.
The inspectors notify restaurant owners and store keepers of conditions which are dangerous to public health. Follow-up inspections are conducted to make sure that health hazards have been eliminated.	Discuss the following problem, "You are a health department inspector. The owner of a large restaurant claims that he cannot afford to install a dish-washing machine. What do you say to him?"

Content	Suggested Learning Activities
Health officers educate food handlers so that they will understand and comply with high standards for health protection.	
Health inspectors make sure that milk and water are safe to drink. Laboratory workers make continuous tests of our drinking water to establish that it is free from harmful bacteria.	Conduct a "Face the Class" program. Prepare a series of questions to be answered by a visiting official of the New York City Department of Water Supply, Gas, and Electricity. Include questions, such as "How do you determine whether or not our drinking water is safe?"
Milk can be a dangerous food unless care is taken to keep it free from harmful bacteria.	Invite a physician to speak to the class on the subject of diseases caused by drinking contaminated milk.
	Prepare a report on the topic, "Pasteurization of Milk." Explain the "flash" method of pasteurization.
	Prepare a "flow chart," setting forth the procedures followed in the purification of water at a filtration plant.
	List business establishments that are inspected by the Department of Health.
Building codes are set up to safeguard health by establishing regulations dealing with toilet facilities, plumbing, and sewage.	Prepare a display of material (books, posters, leaflets, etc.) dealing with unsanitary conditions in neighborhood apartment buildings.

Content	Suggested Learning Activities
Sanitary inspections are conducted and where necessary, landlords are advised of unhygienic conditions.	
In extreme cases modernization or refurbishment programs are initiated.	
Sanitation workers keep the streets clean and dispose of garbage.	
Health officers inspect garbage cans to make sure that they have tightly fitting covers, that they are emptied frequently, and that they are washed out from time to time.	Conduct an "Open End" discussion with a speaker from the Department of Sanitation of New York City. Explore questions, such as "What can be done to get rid of garbage piles in the hallways and on the sidewalk?"
The district health centers of the Department of Health reinforce the disease prevention program.	Invite the health educator from the District Health Center to describe services offered to the community.
New York City maintains a continuous program of education and analysis in order to control air and water pollution.	Conduct a field trip to a local city sewage plant in order to observe the method used for sewage treatment and disposal.
Laboratory technicians collect, measure, and analyse air samples to determine the nature and amount of impurities which threaten the health of city inhabitants.	Prepare a committee report dealing with the problem of air pollution. Gather information by consulting current literature (books, newspapers, and periodicals) and by communicating with the Commissioner of Air Pollution Control of New York City.

Content	**Suggested Learning Activities**
On the basis of scientific findings revealed in the preceding paragraph, corrective measures to be taken for eliminating dangerous dusts or gases are then recommended.	View films, such as *Your Friend, the Water: Clean or Dirty.*
Good health is everyone's responsibility. Resistance to communicable disease can be developed in many ways.	Prepare a daily health habits checklist. Include items relating to diet, cleanliness, exercise, rest, etc.
Visit the doctor at least once a year for a regular medical examination.	A pupil has just taken an annual medical examination. He presents an oral report to the class and discusses questions, such as: What is examined? Why is this examination important?
Eat well-balanced meals every day.	Prepare a panel discussion on the effect of balanced meals, exercise, and rest on a person's level of health. Invite the school nurse, a health education teacher, and a pupil to serve as discussants.
Follow a regular program of exercise for physical fitness.	
Get a sufficient amount of rest and sleep so that the body can function effectively.	
Develop habits of cleanliness and good grooming.	View films, such as *Cleanliness and Health.*
Wear neat and clean clothing appropriate to the time of the year. Wear clothing that is comfortable.	
Develop wholesome emotional and social attitudes.	Invite the guidance counselor to conduct a group guidance session with the class. Explore topics, such as "Me and My Friends."

GRADE 6

Vocabulary

analyze, bacteria, communicable, contaminated, code, epidemic, microbes, pollution, protozoa, punitive, rodents, vermin, virus

EVALUATION

Attendance records are studied to determine the extent to which absence due to communicable diseases (colds, "flu," etc.) has been reduced.

The extent to which sanitation conditions in apartment houses are improved is noted by the teacher during parent-teacher conferences.

The teacher notes the extent of improvement in health practices as revealed by pupil entries on checklists which are completed before and after the development of the unit.

The extent to which pupils and parents participate in community clean-up campaigns initiated on a schoolwide basis is noted by the teacher.

As indicated by pupil anecdotal reports, the extent to which use is made of services of the local health center is noted by the teacher.

The teacher weighs the degree of pupil interest in specific areas, e.g., air pollution, as indicated by materials submitted for bulletin board displays.

The pupils' acquisition of essential knowledge is gauged by the administration of tests consisting of questions, such as the following:

Explain the method of milk pasteurization.

What are some of the causes of air pollution?

What diseases can a person get as a result of drinking impure water?

Nutrition

HEALTH LEARNINGS

Recommended Time Allotment: 6 Hours

Developing an understanding of the basic needs for food

Realizing how body growth takes place

Acquiring a knowledge of food nutrients, their functions, and their sources

Recognizing the need for proper preparation and preservation of foods

Understanding the vital part that vitamins contribute to good health

Content	**Suggested Learning Activities**
Food is used by the body for growth, repair of damaged cells, and the maintenance of body efficiency.	
Body growth takes place in many ways. In childhood, as the body grows, each part adds new cells and gets bigger.	Compare sizes of babies, young children, adolescents, and adults on charts found in health texts.
A cell is the smallest unit of plant and animal life.	
Body tissues, such as muscle tissue, are groupings of like cells united to perform a definite function.	Draw pictures of various types of cells.
Organs are parts of the body which are designed for special functions.	Name various organs in the body and do research concerning their functions.
Groups of organs, used for special processes are called systems.	Make a simplified drawing of one of the following systems: digestive, muscular, skeletal, nervous. Explain these drawings to the class.
Nutrients are substances in food used to nourish the body.	
Carbohydrates provide energy and are found in cereal grains, puddings, and potatoes.	Find out what other foods contain the various nutrients. Prepare this information in chart form.

Content	Suggested Learning Activities
Proteins are used in growth and repair of cells.	Request the nutritionist from the Department of Health to discuss "Nutrition for Children."
Animal proteins are found in meat, milk, poultry, and fish.	Develop a class newspaper called "Nutrition News," in order to give sound nutrition information to the rest of the school.
Vegetable proteins are found in beans, peas, and nuts.	
Fats also provide heat and energy.	Check out the relative values and harmful effects of vegetable and animal fats.
Bacon, lard, and mutton are sources of animal fat.	Find out how one can distinguish between vegetable and animal fats.
Coconuts, olives, margarine, and peanuts are sources of vegetable fats.	
Minerals are needed for proper growth and functioning of many parts of the body.	Describe other ways that minerals, such as coal and diamonds, can be useful to man.
Calcium and phosphorus help build strong bones and teeth.	
Calcium is found in milk, cheese, and green vegetables.	
Phosphorus is found in milk, meat, and seafood.	
Iron is needed to form hemoglobin, the substance in the blood that carries oxygen to all parts of the body. Liver, enriched breads, cereals, and dried fruit contain iron.	Start a discussion based on the question, "Nails are iron; should we eat them? Why not? How should one get his quota of the mineral, iron?"

Content	Suggested Learning Activities
Iodine is essential for the proper functioning of the thyroid gland which influences other endocrine glands. Iodine is found in salt-water fish, oysters, and iodized salt.	Find out why some parts of the country lack iodine in food and what is done to make sure that the inhabitants are getting an adequate supply.
There are other minerals necessary for good health.	Using a text on nutrition, find out what other minerals are necessary for good health.
Vitamins are substances found in food which help the body to use other nutrients.	Bring in advertisements about vitamins. Evaluate them.
Vitamin A is found in green, leafy vegetables and liver. It aids in growth of the body and is especially beneficial to the eyes.	Request the school physician to discuss vitamin needs and the proper way of meeting these needs.
Vitamin B improves the appetite and helps digestion. It is found in whole grains, enriched cereals, and enriched bread.	Look up the disease, beri-beri, and discuss why it is now very uncommon in the northeast.
Vitamin C promotes a healthy lining of the mouth, nose, and throat. It is found in orange juice, lime juice, and tomatoes.	Find out why sailors suffered from scurvy and what was done to eliminate this disease.
Vitamin D builds strong bones and teeth. It is found in egg yolk, fish liver oils, and milk. Sunlight stimulates the skin to produce Vitamin D.	Rickets is a disease of children that is promoted by a lack of Vitamin D. Using a health text, find out what the symptoms of rickets are.

Content	**Suggested Learning Activities**
There are other vitamins besides these which are necessary for good health.	Note the various vitamins mentioned on the containers of various products.
In a well-rounded diet there are plenty of vitamins for good health.	
The "Basic Four" food groups make it easy to plan a balanced diet. The groupings are milk or milk products, meat and eggs, vegetables and fruit, and enriched bread and whole cereals.	Take foods that contain vitamins, minerals, proteins, etc., and place them in the proper grouping under the "Basic Four." Have class decide how it can best achieve a balanced diet.
Care should be taken in the preparation and preservation of foods.	View films, such as *Eat for Health.*
Food can be preserved by freezing, canning, and drying.	Visit a supermarket and note the various ways that are employed to preserve food.
Proper refrigeration of food is important to prevent spoilage.	
Sanitary measures should be taken in the preparation and handling of foods.	
The kitchen must be kept clean.	Visit the kitchen of the school lunchroom. Make note of the cleanliness factors and of any situations that can be improved. Report these to the dietitian.
Hands should be washed before handling food.	
Food should be kept covered.	
Dishes and pans should be washed thoroughly.	

Vocabulary

beri-beri, carbohydrates, calcium, dietitian, gland, hemoglobin, iodine, mineral, nourish, nutrient, preservation, phosphorus, system

EVALUATION

Teacher may ask questions, such as these:

Why is a balanced diet necessary?

What are the groups in the "Basic Four?"

What is the best way for a person to get his daily requirement of minerals and vitamins?

What are some modern means of food preservation?

List some rules to follow to insure cleanliness in food preparation.

Teacher may observe improvement in height and weight, general appearance, skin, and mental outlook.

A check of attendance records may show an improvement in the attendance of students.

Dental Health

HEALTH LEARNINGS

Recommended Time Allotment: 3 Hours

Developing an understanding of the cause and effect of tooth decay

Recognizing that the gums are a source of infection and need proper care

Promoting desirable habits, attitudes, and practices that can improve dental health

Content	Suggested Learning Activities
Caries of the teeth is caused by bacteria. Caries are cavities in the teeth.	Invite a neighborhood dentist to discuss the causes of dental decay and the various ways of combating them.
Bacteria are one-celled living plants. They thrive on sweets and carbohydrates.	Using a health text, read about bacteria and how they affect the teeth.

Content	Suggested Learning Activities
Acid is a by-product of interaction between bacteria and carbohydrates. Acid can eat away the enamel of the teeth.	Make a simple drawing of a tooth before it is affected by candy, bacteria, and acid and after it has been affected by these.
Sometimes the gums become infected.	Ask a child who has had a canker sore to describe how it felt.
Redness, swelling, and bleeding of the gums is called gingivitis.	
Foods containing Vitamin C should be eaten in large amounts.	Bring in an orange to be eaten at lunch.
Tartar, if it is present, should be removed by a dentist.	Using a health text, find out what tartar is and why it is harmful.
Care should be taken in brushing the teeth and in the use of dental floss.	Discuss why special care in cleaning the teeth must be taken when the gums are sore.
When the gums are infected and contain pus, the condition is called pyorrhea.	Check a vitamin chart and make a list of common foods containing Vitamin C.
More food with Vitamin C is indicated.	Compare the relative values of a glass of orange juice with an ice cream soda.
Treatment by a dentist is necessary.	
Emphasis is placed on keeping teeth clean by regular brushing.	
Trench mouth is a severe case of gingivitis. A dentist should be visited for advice and treatment.	

Content	**Suggested Learning Activities**
Tooth decay and gum damage can be minimized or completely prevented.	Show films, such as *Teeth Are to Keep.*
Visiting a dentist at least once a year is a valuable health practice.	
Eating a well balanced diet will make for healthier gums and teeth.	Plan to exhibit foods that are beneficial to good dental health.
There should be a reduction in the intake of pie, cake, candy, and carbonated drinks.	List the "Basic Four" food groupings and have children list foods in each of these categories in their notebooks.
There should be an increase in orange juice, tomato juice, lettuce, and cabbage.	Plan a snacktime party and use only foods and drinks that would be helpful to the gums and teeth.
	Look at a vitamin chart and find other foods that contain Vitamin C.
Cleaning the teeth carefully helps to reduce tooth cavities and gum diseases.	Discuss the cleaning of teeth with reference to the length of time, frequency, rinsing the mouth, dentifrices, and tooth brushes.
Teeth should be cleaned after each meal.	
Teeth should be brushed from the gums to the biting edges.	Assemble appropriate pamphlets, folders, and posters on dental health and display them as an exhibit.
Dental floss should be used periodically to clean food from between the teeth.	Ask a dental hygienist to describe dental floss and give instructions for its use. Give each child a small piece and have him work it slowly between the teeth. Make sure that he does not injure the gums.

GRADE 6

Content	**Suggested Learning Activities**
Rinsing of the mouth should take place after each brushing and after each meal.	Take a small dirty bottle, clean it with soap and a brush, then rinse it in clean water. Compare this to cleaning and rinsing the teeth.
A reputable dentifrice should be used. Many are on the market. A mixture of salt and water or baking soda makes a fine dentifrice.	Discuss the reasons for rinsing the mouth after eating or cleaning the teeth. Prepare a display of ingredients that will make good inexpensive dentifrices.
A suitable brush should be used. The dentist or dental hygienist should recommend the type of brush. The toothbrush should be kept dry and clean when not in use.	Ask dentist on periodic visit, to recommend a good type of toothbrush for children with reference to shape, size, and texture.

Vocabulary

acid, bacteria, carbohydrates, caries, dentifrice, gingivitis, ingredient, intake, pyorrhea, tartar, trench mouth

EVALUATION

Have children answer questions, such as the following:

Why must we brush our teeth properly?
How should we brush our teeth?
How may bacteria affect the enamel on our teeth?
How often should we visit the dentist? Why?
List foods that contain ingredients which are extremely important for good dental health.

Teacher observation of class health records may show an increase in the number of visits to dentist.

Teacher observes at Daily Health Observation whether children's teeth seem cleaner and gums appear healthier.

Observation of children at lunch may show a decrease in the eating of candy and cake.

GRADE 6

Mental Health

HEALTH LEARNINGS *Recommended Time Allotment:* 5 Hours

Understanding oneself as a basis for developing wholesome family relationships

Understanding the interdependence of children on parents and parents on children

Developing a sense of dependability and self-reliance

Understanding oneself as a basis for reinforcing friendships and expanding one's circle of friends

Appreciating the importance of friendship

Learning to accept success and failure with the proper attitude

Content	**Suggested Learning Activities**
Children depend on parents.	
Father earns money so that food, clothing, and shelter may be purchased.	Initiate a discussion on the roles of parents and children toward each other by asking questions, such as "Why are parents usually more dependable than their children?"
Mother provides meals, cleans the house, washes clothing, and helps the child in many ways.	
Parents provide help, encouragement, love, and learning.	View filmstrips, such as *Getting Along at Home.*
Children find that most parents are dependable and interested in the welfare of their children.	Tell the class, after preparing a brief outline, how their parents carry out responsibilities toward them.
Parents depend on children.	
Children get up on time.	Tell the class, after preparing a brief outline, how they carry out their assigned responsibilities.
They wash themselves, brush their teeth, put on their clothes, and arrive at school safely.	

Content	**Suggested Learning Activities**
They perform family chores, such as minding brothers and sisters, taking out the garbage, washing and drying the dishes, and helping with the cleaning of the house.	
Parents expect that the child will do everything he can to be successful in school.	View filmstrips, such as *Work and Play at School.*
Parents also expect that the child will cooperate at home, at school, and in the community.	
Children and parents strive continuously to develop a harmonious family unit.	
Moods and needs of family members vary from day to day.	Your father returns home from work tired and irritable. How do you relate to him?
Economic factors, such as family income, should be understood by family members.	Your mother has to go to work to increase your family income. How do your responsibilities change?
Family unity is enhanced when siblings learn to live in harmony with each other.	Should all children in the family be treated alike? What considerations should be made for younger brothers and sisters?
Planning involving all family members makes for more effective living.	View films, such as *Family Teamwork.* List some problems which can be solved by all family members planning together.
Parents, teachers, and friends expect the child to be dependable.	

Content	**Suggested Learning Activities**
Dependability means that a child keeps his word.	Write a composition on either of these themes: When My Best Friend Failed to Keep His Word; When I Failed to Keep an Appointment with My Best Friend.
Children keep appointments.	
Children keep promises.	
Children carry out family and school assignments.	Explain and give reasons showing how a time budget can help you be more dependable.
Parents, teachers, and friends hope that each child will grow to be self-reliant.	
They wish to be able to trust him.	
He should be able to provide for his safety at home, at school, and in the community.	View filmstrips, such as *Responsibility*.
He should develop habits and attitudes which help him maintain good physical and mental health.	
He should be able to make and retain friends.	
As a child develops, he finds a need to make and retain friendships.	
He "sees" himself as he looks at a friend.	Why is it important for you to understand what makes you think, feel, and act as you do?
He establishes standards for choosing friends.	Explain to the class why you like your best friend. List some of his good traits.
He considers the needs of his friends.	

GRADE 6

Content	**Suggested Learning Activities**
He learns about the world from peer relationships.	You pass an important test. Your friend fails. What do you say to him?
He makes value judgments as a result of what his friends believe.	Some of your friends are beginning to commit acts of mischief, such as petty thievery. What do you do about it?
Making and keeping friends involves certain responsibilities. A child should keep his word with respect to promises and appointments.	Tell the class how you "found" your best friend. Did finding your friend depend on your willingness to be friendly?
A child should be courteous toward his friends.	Write a story about a lonely boy or girl who finally became successful in making friends.
Obey school rules.	
Control your temper.	Make a list of the things that you can do that will improve the feeling of your friends toward you.
Respect private and public property.	
Use proper language with a well-controlled voice.	View filmstrips, such as *Getting Along with Friends*.
Practice politeness to the driver and other passengers in a bus or subway.	
Practice good table manners.	
Learn to make "introductions."	
Practice the golden rule.	
It is important for the child to learn how to handle both success and failure.	Show filmstrips, such as *On the Playground*. What does the word "sportsmanship" mean?

Content	**Suggested Learning Activities**
A person should experience success with measured elation.	Write a short skit on how a boy changed his attitude and became a good winner and a good loser.
Life is made up of a series of both successes and failures.	
Success may often be the result of good fortune.	
Persons should not be discouraged by failure.	Read the poem, "Try Again." What other name would you give this poem?
A child should find the causes for failure and work to eliminate these causes.	Utilize recommended health instruction textbooks for reinforcement of this unit.
A child should salvage positive aspects of an unsuccessful experience.	

Vocabulary

dependability, role, appointment, self-reliant, friendship, "golden rule," success, failure, unity, moods, siblings, harmony

EVALUATION

Conduct a vocabulary quiz, utilizing the words listed in the glossary. To what extent do the children now understand these words?

Ask children to draw up a list of desirable traits for making friends. To what degree are they aware of good manners, fair play, etc.?

Encourage the group to practice making introductions. How well have they learned the necessary procedure?

As a result of dramatizing how one child handled a failure situation, elicit responses to how others would deal with the same situation. What have they learned from this unit with respect to the handling of failure?

Compare pupil responses on questionnaires issued before and after the unit to determine degree of change in social and emotional outlook.

GRADE 6

Eyes and Their Care

HEALTH LEARNINGS *Recommended Time Allotment:* 4 Hours

Appreciating the sense of sight

Understanding the structure and function of the eye

Content	**Suggested Learning Activities**
Eyesight is important because the world we know is largely the world we see.	Discuss enrichment in life produced by the wonderful gift of sight.
The eyeball is made up of three layers.	View a three-dimensional model of an eye and identify its parts.
The tough, white, outer coat is called the sclera. It keeps the eyeball in shape and protects the delicate structures within.	Draw a cross-section of an eye and label the structures.
The second coat of the eye is called the choroid. It nourishes the outer layer and lens of the eye.	Read recommended literature on the structure and function of the eye and report on same.
It is liberally supplied with blood vessels.	
It contains pigment cells which color it.	
The choroid coat completely covers the eyeball except for a small peephole in front which is called the pupil.	
The circular band which surrounds the pupil is the iris. It regulates the amount of light which enters the eye.	Turn electric lights on and off, and note the changes in the pupil of the eyes.

Content	Suggested Learning Activities
The inner coat of the eyeball is the light-sensitive film called the retina. It contains nerve fibers which are called receptors. They change rays of light to nerve impulses which are then sent along the optic nerve to the brain.	View films, such as *Your Eyes*.
The eyelids are lined with a membrane called the conjunctiva.	
The lens, slung like a hammock from one side of the eyeball to the other, is important because it bends light in an effort to bring it to a focus on the retina.	Draw a picture illustrating the bending of light through the lens and explain it.
The cornea, the window of the eye, is the anterior transparent portion of the eye. It allows the light to enter.	Make a list of the words and terms used in describing the structure and focusing apparatus of the eye.
Eye defects interfere with vision.	Invite the school doctor to discuss eye defects which interfere with normal good vision.
Persons who see distant objects clearly, but whose vision for near objects is blurred are farsighted.	
Persons who see nearby objects distinctly, but whose vision for distant objects is blurred are nearsighted.	
Details appear blurred to a person with astigmatism, and the outlines of objects look hazy as in a photograph out of focus.	

Content	**Suggested Learning Activities**
When the muscles that move the eyeballs do not function to focus both eyes simultaneously on the same object, cross-eye or squint is the result.	
When the eyes are tired and weak and vision is distorted, the result is eye-strain.	Report on the effects of eye-strain as the result of personal experiences.

Vocabulary

conjunctiva, cornea, focus, image, iris, choroid, sclera, retina, astigmatism

EVALUATION

Ask children the following questions:

What is meant by the expression, "The world we know is largely the world we see"?

What are the layers of the eye?

How does the focusing apparatus of the eye function?

Describe common eye defects which interfere with vision.

Safety and First Aid

HEALTH LEARNINGS

Recommended Time Allotment: 3 Hours

Appreciating the need for safe practices in games

Understanding how courtesy and good manners in an automobile can contribute to a safe and pleasant journey

Recognizing the symptoms of shock in an accident victim and knowing how to treat the victim

Understanding how to deal on a first aid basis with the following: bone fractures, breathing stoppage, epilepsy, poisoning by mouth, and heart attack

Content	**Suggested Learning Activities**
Many children are hurt while playing games and participating in athletic activities. These injuries can be reduced when children practice safety in games. Wear proper clothing for the activity. Sneakers, for example, should be worn for basketball and handball in order to prevent slipping. Obey the game rules. Do not push, charge, or shove in a basketball contest. These are safety violations as well as being fouls. As such, they are against the best interests of your team. Always leave a ten yard margin from a fence or wall for running games and races. Use chalk, if necessary, to mark your safety lines.	Find out from a member of the staff who is on the school safety council where accidents in the school usually occur. (He may study the accident forms to give you an accurate report.) Construct a chart showing the location of these accidents. Post this chart in a central place to make others aware of the safety campaign. Additional safety posters may show the importance of proper clothing in games, observance of game rules, common courtesy, and good sportsmanship. Elect a safety committee from your class to observe the practices of younger children at free play in the yard during recess. What are some of the practices of these children which are "safe?" Which are "unsafe?" Have the committee write its report, and ask the teacher to arrange for this committee to speak with the children in the lower grades on ways that they can play more safely.
Stand behind a screen fence or other barrier while waiting your turn at bat.	Demonstrate how to grip a bat. Show what to do in the case of the child who allows his bat to slip. (Carry bat halfway down to first base, after the ball is hit.)

GRADE 6

Content	Suggested Learning Activities
Swim only in guarded areas. Never swim alone. Obey the safety regulations at beaches and pools.	Obtain swimming safety signs from your local American Red Cross Chapter. What are additional signs at pools and beaches? Make and mount similar signs in your classroom.
If you must wear glasses, be sure to use eye guards when you participate in any contact sports or games.	Show filmstrips, such as *Baseball Rules and Officiating—the Batter; Part I.* Show filmstrips, such as *Safe and Sound at School.*
Automobile passengers sometimes contribute to auto accidents. The driver of a car must be constantly alert to such road factors as: other cars, pedestrians, rain, snow, ice.	Write a letter to the National Safety Council. Find out how many people were killed and injured last year in auto accidents. Ask the Council to send a listing of the causes of these motor vehicle accidents. Study the causes, and write an essay on what one can do to help save lives and limbs while he is in a moving automobile.
No human being can react instantly to changes on the roadway. He must have a "reaction interval" to be able to choose the proper course for the safety of himself and his passengers. Any distractions inside the vehicle add precious moments to the "reaction interval." This may make the difference between having an accident and having a "close call." The driver will not be distracted if his passengers follow these rules: Make sure safety devices such as door locks and seat belts are properly utilized.	To demonstrate that people need time to "react," even to something they know will happen, try this experiment: Hold a fairly fresh, crisp dollar bill between the thumb and forefinger. Ask another student in the class to place his thumb and forefinger in a position below without touching the bill. Tell him that when the dollar bill is released, he is expected to be able to grasp it, since he appears quite ready. Change positions. Let others try this. What is demonstrated is that the messages sent

Content	Suggested Learning Activities
Speak in a soft or moderate voice. Avoid shouting, yelling, and loud noises.	from the eye to the brain and then to the fingers require an interval of time. "Instantaneous" reaction, therefore, is impossible. A driver must concentrate all of his attention to the changing situation if he is to continue to drive safely.
Do not engage in active games or play while you are in a car. Play should involve quiet games, paper and pencil activity, verbal games, or reading.	
First aid is defined as "the immediate and temporary help given to a victim before the doctor comes."	Register for a Junior First Aid course. Boys and girls under 12 years of age are eligible. Obtain the Junior First Aid manual from the library or from your Red Cross chapter. What are the values of studying first aid?
Children in the sixth grade may learn how to become "First Aiders."	
Being able to give first aid may help save the life of a relative, friend, or other human being.	Make a poster showing all the materials that should be in a first aid kit.
People who understand first aid usually know also how to prevent accidents in the first place.	
"Shock" is a dangerous condition which appears frequently in victims of accidents. It is important to be able to recognize and treat this condition.	Show filmstrips, such as *First Aid for Bleeding and Shock.* (Focus on shock.)

Content	Suggested Learning Activities
Symptoms include weakness, loss of color, dizziness, nausea, indifference, and a "cold" feeling. First aid treatment includes these steps. Place the victim in a supine position. The victim needs warmth. Provide this through placing blankets or garments over and under the body and legs of the victim. Since shock is often the result of the victim's anxiety about his condition, it is important for the first aider to act confidently and to reassure the victim about his situation. Severe shock, if left untreated, may complicate and undermine the process of recovery.	Act out situations in which shock is a by-product of various types of accidents. In each, demonstrate and discuss how you would deal with shock. Consider the following: bleeding, fractures, drowning, burning, witnessing an accident, bad news.
Accident victims sometimes break or "fracture" their bones. How can the first aider recognize and treat a fracture? Symptoms include pain, swelling, deformation of limb, and the loss of normal use.	Show filmstrips, such as *First Aid for Bone, Muscle, and Joint Injuries.*

Content	**Suggested Learning Activities**
First aid treatment consists of the following:	
Keep the affected limbs in a position of rest. Allow a physician to further evaluate and treat the condition.	Draw a picture of an arm or leg which is "normal." Draw a contrasting picture of the same limb which is fractured. Can you find out what the name of the particular bone is?
Breathing may be stopped due to a number of individual causes. These include: obstruction in throat, drowning, electrical shock, and poisonous gas. Symptoms of breathing stoppage include bluish skin and unconsciousness.	Demonstrate under what conditions persons may have breathing stopped. Discuss the preventive measures that can be taken with respect to each of these situations.
First aid, in some instances, begins by rescuing the person as in the case of drowning. In other instances, it begins by pulling out the electrical fuse, thus cutting the flow of electricity. In some cases, the victim may have to be dragged away from poisonous gas (carbon monoxide exhaust).	Demonstrate (victim and rescuer) how mouth to mouth breathing can be done. For sanitary purposes, use a clean handkerchief or a sterile gauze pad between mouths of "victim" and "rescuer."
If there is a foreign body, such as food in the throat, that is obstructing breathing, do not attempt to remove it as this may further complicate the situation. Encourage the victim to "cough up" this foreign body. Material in mouth, such as candy and loose teeth, should be removed.	Demonstrate how a person can be slapped upon the back to induce coughing up a "foreign" object.

Content	**Suggested Learning Activities**
If breathing remains stopped, mouth to mouth resuscitation should be initiated. In a demonstration, emphasize these points:	
Head of victim should be drawn back.	Show a film or filmstrip on "mouth to mouth" resuscitation.
Victim's nostrils should be kept closed and his mouth open as wide as necessary for "seal" to be made.	
The tempo should be about 15 cycles per minute.	
Treatment for shock in all of these cases should also be administered.	
Epilepsy is a condition which can be recognized by the first aider:	Discuss aftermath of an epileptic attack. Since the victim is unconscious during the attack and has no control of himself during this period, he will be sensitive about comments made subsequent to the attack. Follow-up action should be taken by the school nurse, physician, and parents. Medicines are available which can, in some cases, prevent delay and reduce the effects of attacks. Children should understand that a person who is subject to these seizures is usually normal in every other respect.
The victim usually falls to the ground in a state of unconsciousness. In addition, he may have mild or severe spasms. He may also vomit.	
Care should be taken, if noted in time, that the victim does not injure himself when he falls. Hold his head and lay him down gently. Place garment or pillow under his head.	

Content	**Suggested Learning Activities**
Make sure that the tongue of the victim is not stuck in his throat, thus blocking breathing. Place a napkin, sterile gauze pad, or clean handkerchief around pencil between teeth of victim to prevent him from biting his tongue. Prevent, if possible, aspiration of vomitus.	
Many children are injured or killed by poisons each year. What preventive action can be taken?	Show filmstrips, such as *First Aid in Common Emergencies.* (Focus on oral poisons.)
The first aider can take remedial action by summoning a physician as rapidly as possible.	
The poison should be diluted with as large a quantity of water as possible.	Discuss how to prevent accidental poison swallowing. (Keep out of reach of children and make sure that labels are clearly marked.)
Save the label or container of the poison for the doctor. It will help him to select the proper treatment.	
Many people, particularly middle-aged and older persons, are subject to heart attacks. The first aider can be helpful if he knows what action is to be taken.	Show filmstrips, such as *First Aid in Common Emergencies.* (Focus on heart failure.)
Symptoms include shortness of breath and pain in the chest and arms.	

Content

Suggested Learning Activities

If the victim has had recurrent attacks and has a prescribed medicine, the first aider can help administer this medicine and assist the victim to be in a restful position.

In other cases, the victim should be advised to lie down. He should not be unduly alarmed as this may help to aggravate his condition.

In all cases, a doctor should be summoned to prescribe further treatment.

Vocabulary

injury, violation, location, reaction, temporary, shock, nausea, prone, supine, fracture, poison, resuscitation, diluted

EVALUATION

Discuss rules in sports. Are children showing awareness that many of the specific regulations are designed for the purpose of protecting players from needless physical injury? Consider the following:

Boxing: hitting below the belt

Football: physical interference with the receiver of a pass

Basketball: charging

Observe children at play. To what extent are they wearing appropriate clothing, such as sneakers and eye-glass guards.

To what degree is the number of accidents that occur in the gymnasium and play yard reduced?

Ask children why it is important to practice courtesy as passengers in an automobile. Are they aware that courtesy will reduce the risk of distraction of the driver? What are appropriate activities in an automobile for both short and long trips?

Administer a first aid test with "fill in" type questions, such as the following:

First aid is the ———————— and temporary help given to a victim before the doctor comes. (immediate)

Treatment for shock includes correct position and the application of ————————. (heat)

"Mouth to mouth" resuscitation is the treatment given to restore ————————. (breathing)

Treatment for a suspected case of heart attack includes the position of ————————. (rest)

GRADE 6

Exercise, Rest, and Sleep

HEALTH LEARNINGS *Recommended Time Allotment:* 3 Hours

Understanding the role of exercise in the development of maximum health and fitness

Appreciating the effect of exercise as an important factor in the improvement of the functioning of the body

Understanding the restorative aspects of rest and relaxation

Appreciating the physical, social, and emotional values of recreational activity

Content	**Suggested Learning Activities**
A healthy, physically fit person gets the most out of life. He works hard and he achieves up to and beyond his capacity. He enjoys recreational activity after working hours. He is free from illness and his body movements are lively and energetic. He feels good about himself. He can react with speed and agility in time of emergency.	Make a list of people, prominent in public life who lead vigorous productive lives and discuss the nature of their activities.
A person can achieve and maintain a high level of health and fitness if he participates in a program of daily vigorous exercise. The body is helped in many ways.	View films, such as *Exercise for Happy Living.*

Content	**Suggested Learning Activities**
Body systems, such as the circulatory, respiratory, digestive, and nervous systems function more efficiently.	Conduct a "Spotlight on Exercise" program. Invite a physical education teacher to answer questions submitted by the pupils. Include questions, such as "What activities would be considered vigorous?"
Muscle tone is improved. Muscle fibres grow in size and power as a result of contractions performed to overcome an increasing workload.	
The heart works more effectively. An adequate blood supply is pumped to all parts of the body. All body systems benefit as a result.	Draw and label a simple diagram of the heart and the major blood vessels. Compare the pulse rates of pupils who participate frequently in athletic sports with those of pupils who participate to a limited degree. Explain the difference.
Participation in physical activity to a point of exhaustion should be avoided.	Conduct a class debate on the following topic, "Vigorous Exercise in Moderation." Explore questions, such as "Is it important to win at all costs?"
Exercise together with proper diet facilitates effective weight control.	Read and report on a Department of Health pamphlet dealing with exercise and weight control.
Physical fitness can be measured by taking a physical fitness test. Through this test a person can determine the extent to which he has developed qualities, such as flexibility, agility, coordination, endurance, and strength.	Conduct a class analysis of scores achieved on a physical fitness test. Explore questions, such as "Which aspects of physical fitness are in need of improvement? Which muscles are involved? How can these muscles be strengthened?"

GRADE 6

Content	Suggested Learning Activities
By the mastery of sport skills such as golf, tennis, and bowling, early in life, a child is preparing for the continuation of fitness activity during the adult years.	Prepare a bulletin board of materials (books, magazines, newspaper articles, original drawings) relating to lifetime sports activities.
Maximum fitness is achieved and maintained when regular, vigorous activity is balanced by an adequate amount of rest. Sleep is the most restorative form of rest. The body muscles are "recharged."	Conduct a panel discussion on the general topic, "Sleep." Invite the school psychologist and the school nurse to participate. Explore questions, such as "What are the values of sleep? Why is it difficult for some people to fall asleep? What can they do about it?"
Fatigue products (lactic acid) are carried away from the muscles by the blood.	Invite the school physician to discuss the topic, "Exercise and Fatigue."
Substances in cells, which are used up by the action of muscles, are replenished.	
All body systems slow down during this period.	
Children require approximately ten hours of sleep per day. Going to bed regularly at a reasonable hour is a most important health habit to cultivate. Sleep, once lost, can never be regained.	Develop a sociodrama situation about the following problem: "We have eight people in our family. I cannot fall asleep because there is too much noise in the apartment." Involve paraprofessionals, such as family assistants, in this activity.

Content	Suggested Learning Activities
Maximum rest benefits are realized when a person sleeps in a quiet, well ventilated room.	Evaluate existing television and radio programs. Determine which ones are conducive to effective rest and relaxation and report the results to the class. List recommended suggestions on sleep, rest, and relaxation for publication in the class newspaper.
Recreational activities, such as ping pong, checkers, dancing, and reading provide restorative effects of a physical, an emotional and a social nature.	Plan a display of pupil activities to stimulate interest in wholesome hobbies. Prepare a poster setting forth community recreational agencies available to the pupils.
Observing rules of safety insures ongoing regular participation with maximum enjoyment and fullfillment.	Survey the play yard locker room and gymnasium facilities in your school. Indicate suggestions for improving the safety factors in these areas.
Mental fitness is enhanced through participation in fitness and recreational activities.	
A sense of physical achievement, skill mastery, and peer recognition is developed. This enables one to develop a feeling of self-confidence.	Prepare a report dealing with the story of Babe Ruth. Describe his development of individuality and self-confidence through athletic achievement.
One also becomes aware of his strengths and shortcomings in terms of the physical, recreational, and social settings.	Discuss the implications of the statement: "We want Jim on our side. He does not play too well, but he is a fine team man."
One experiences the social values of team work.	

Vocabulary

agility, capacity, contractions, energetic, exhaustion, fibre, maintain, mastery, participate, recreation, restorative, tone, ventilate, vigorous

EVALUATION

The degree of improvement in the fitness level as indicated by scores achieved on a standardized physical fitness test is noted by the teacher.

The teacher notes the extent of reduction of absence due to illness as indicated by a study of attendance records.

Teacher-nurse appraisals of pupil health records are conducted to determine whether or not pupil health has improved.

Pupil responses to questionnaires are examined to determine whether or not more wholesome habits of rest and relaxation are being developed.

The degree of parent interest in the health and fitness of their children as revealed by parent-teacher conferences is noted by the teacher.

The extent of parental participation in life time sports activities as indicated by pupil anecdotal reports is weighed by the teacher.

The number of pupils participating in after school hobby clubs and intramural programs is recorded.

Note is made of community campaigns undertaken to provide increased recreational facilities, such as street play areas and vest pocket parks.

Alcohol, Tobacco, Drugs, and Substance Abuse

HEALTH LEARNINGS *Recommended Time Allotment:* 5 Hours

Recognizing that health and fitness can be impaired greatly by the use of alcohol, tobacco, and narcotics

Understanding that many factors and forces influence the use of beverage alcohol

Content	**Suggested Learning Activities**
Alcohol is harmful to the body in many ways. It affects: Judgment Speech Balance Vision Coordination	List the various functions of the body that are dulled by excessive drinking. Beside each dulled function note a related potential problem.
All people do not react to alcohol in the same way. Reactions depend upon one's: Size Age Personality Physical makeup	Discuss why a child will get drunk more easily than an adult.
Alcoholics and their families can obtain help from a number of different organizations that specialize in providing assistance Alcoholics Anonymous Alateen Al-Anon	Report on the problems that an alcoholic and his family may face. Read literature regarding organizations, such as Alcoholics Anonymous, Al-Anon, and Alateen and discuss their purpose and the help they give.
Young people start to drink socially for many reasons: Family traditions It is the grown-up thing to do Friends do it	Survey a number of pre-teenagers and determine existing drinking patterns. Report on the reasons why young people want to drink.
Tobacco is made from a leaf plant which contains a poison called nicotine.	
Over indulgence results in habituation.	Invite the school psychologist to discuss the following question:

GRADE 6

Content	**Suggested Learning Activities**
Smoking continued for a number of years can undermine a person's health.	"Our elders know that cigarette smoking is harmful. Yet they continue to smoke. How can they be helped?"
Harmful effects upon the heart, blood vessels, and lungs result from inhaling nicotine and tar in cigarettes.	Prepare a report on the main conclusion of the Surgeon General's Committee on Smoking and Health.
In many cases this habit is cultivated as a result of social pressures.	Invite the guidance counselor to discuss the following question, "How do you resist the pressure of your friends who try to influence you to start smoking?"
Smoking is harmful at all times, but it is more harmful when begun early in life. Children and teenagers must be careful not to cultivate this habit.	Examine some current advertising slogans relating to cigarettes. How authentic are these claims?
Marijuana, a habit-forming drug, is derived from the hemp plant.	
Smoking marijuana cigarettes or "reefers" sometimes produces a partly conscious or dreamy condition. People in this state are capable of irresponsible acts of violence.	Prepare posters highlighting the harmful effects of marijuana. Write an article for the class newspaper dealing with the following topic: "Marijuana, a False Solution for Our Personal Problems."
People who are insecure cultivate this habit as an escape from reality. They develop a false sense of well-being.	Discuss with the class the dangers inherent in the following attitude: "I can take marijuana or leave it at anytime. I am not 'hooked'."
Marijuana users very often become involved with more dangerous drugs, such as heroin.	

Content	**Suggested Learning Activities**
Barbituates, otherwise known as "goof balls," are sedatives which users take to relieve pain or anxiety. Barbiturates become addicting drugs when they are taken in large quantities. Abrupt withdrawal may lead to convulsions and death.	Recall and discuss incidents concerning well known persons who died from an overdose of sleeping pills.
The inhalation of the fumes from chemicals, such as gasoline, paint thinner, and airplane glue produces sensations resembling alcoholic intoxication. People in this state of mind can frequently get involved in serious, even fatal accidents. Psychological dependence often results from continued use. In some cases users have to be hospitalized.	Prepare a radio script for a simulated broadcast dealing with the hazards of inhaling the fumes of chemical products such as gasoline, paint thinner, and airplane glue.
People become involved with drugs when they seek excitement or acceptance by their peers. A life can be destroyed as a result of involvement with drugs. Children should adopt an attitude of vigilant resistance to the temptation to experiment with drugs of any type.	Develop a sociodrama involving a child's reaction to appeals for drug abuse, such as "Don't be chicken; be a man."—"Be one of the boys."—"It won't hurt you." Organize a class debate on the question, "Should we regard drug users as criminals or as people in need of medical help?"

GRADE 6

Content **Suggested Learning Activities**

Children should be encouraged to stand up for their principles in the face of negative social pressures.

All members of a community should cooperate with the authorities in a program to eradicate the sale or use of drugs.

"Pushers" should be reported to the police.

People who take habit-forming or addictive drugs should be encouraged to obtain medical assistance.

Vocabulary

addictive, alcohol, anxiety, depressant, drugs, habit, hemp, heroin, indulgence, ingredient, judgment, morphine, narcotics, nicotine, opiates, sedatives, tar, tobacco, undermine

EVALUATION

The extent of pupil knowledge and attitudes is determined through the administration of tests based upon questions, such as:

Why is smoking harmful?

What substances in tobacco can endanger a person's health?

Which is more harmful, marijuana or alcohol? Why?

How can overindulgence in alcoholic beverages affect a person's health?

Why do people take barbiturates? Why is it dangerous to experiment with these drugs?

On the basis of ongoing observation the teacher notes whether or not children suspected of smoking have adopted or discontinued this habit.

The family's attitude toward drinking and smoking is determined through parent-teacher conferences.

Through pupil-teacher conferences the teacher determines the extent to which pupils are aware of community agencies which are available for the treatment of drug addiction.

Human Growth and Development*

HEALTH LEARNINGS *Recommended Time Allotment:* 3 Hours

Understanding that during puberty changes occur in the reproductive organs of girls and boys which prepare them eventually for womanhood and manhood

Content	**Suggested Learning Activities**
Development of the male reproductive organs occurs.	View films, such as *Boy to Man*
Development of female reproductive organs occurs.	View films, such as *Growing Girls.*
	View transparencies, such as *Human Reproductive System.*
Menstruation occurs. It is a monthly discharge of the sloughed-off part of the mucous membrane which lines the uterus together with a discharge of blood. It lasts for a period of five to seven days. At the end of the menstrual period the lining of the uterus is repaired.	
Fallacies relate to menstruation. There is an old superstition that bathing during this period is harmful.	Interview the family doctor on superstitions related to menstruation and report same to class.

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*Separate classes for boys and girls, where desirable

Content	**Suggested Learning Activities**
There is a belief that moderate exercise may be injurious to the body.	
There is an erroneous notion that swimming is harmful.	

Vocabulary

discharge, genitals, sloughed-off, uterus, scrotum, fallopian tubes

EVALUATION

Ask children the following questions:

What are the male reproductive organs?

What are the female reproductive organs?

What is menstruation?

What fallacies are related to menstruation?

Materials and Aids

SELECTED TEACHER REFERENCES

American Red Cross. *First Aid Textbook*. Latest edition. Philadelphia: Blakiston.

Board of Education of the City of New York

Family Living, Including Sex Education. Curriculum Bulletin No. 3, 1969-70 Series.

Family Living, Including Sex Education. Preliminary edition. Curriculum Bulletin No. 11, 1967-68 Series.

Health Guidance in Elementary Schools. Curriculum Bulletin No. 15, 1966-67 Series.

Prevention of Narcotics Addiction and Substance Abuse. Curriculum Bulletin No. 16, 1966-67 Series.

Resource Materials on the Effects of Smoking, 1964.

Science — Grades K-6. Curriculum Bulletin No. 2, 1958-59 Series.

Byrd, Oliver E.; Bolton, William W.; Foster, Julia C.; and Nicoll, James S. *Health Today and Tomorrow*. River Forest, Ill.: Laidlaw Brothers, 1966.

Cain, Arthur H. *Young People and Drinking: The Use and Abuse of Alcohol*. New York: Dell, 1963.

Diehl, Harold S., and Dalrymple, Willard S. *Healthful Living*. New York: McGraw-Hill, 1968.

Drug Abuse: Escape to Nowhere. Philadelphia: Smith, Kline and French Laboratories, 1967.

Fait, Hollis F. *Health and Fitness for Modern Living*. Boston: Allyn and Bacon, 1961.

Gallagher, J. Roswell; Goldberger, I. H.; and Hallock, Grace T. *Health for Life*. New York: Ginn, 1961.

GROUT, RUTH E. *Health Teaching in Schools.* Philadelphia: W. B. Saunders, 1968.

IRWIN, LESLIE W.; STATON, WESLEY M.; and WILLIAMS, EDWARD K. *Health for Better Living.* Columbus, Ohio: Charles E. Merrill, 1964.

JONES, EVELYN G. *Living in Safety and Health.* Philadelphia: J. B. Lippincott, 1961.

KILANDER, H. FREDERICK. *School Health Education.* New York: Macmillan, 1962.

LERRIGO, MARION; SOUTHARD, HELEN; and SENN, MILTON J. E., M.D.
A Story About You. 1962.
Facts Aren't Enough. 1962.
Finding Yourself. 1961.
Chicago: American Medical Association.

MCCARTHY, RAYMOND G.; and PASCIUTTI, JOHN J. *Facts About Alcohol.* Chicago: Science Research Associates, 1967.

OTTO, JAMES H.; JULIAN, CLOYD J.; and TETHER, EDWARD J. *Modern Health.* New York: Holt, Rinehart and Winston, 1963.

SCHIFFERES, JUSTUS J. *Essentials of Healthier Living.* New York: John Wiley and Sons, 1967.

SINACORE, JOHN J. *Health: A Quality of Life.* New York: Macmillan, 1968.

Summary of the Report of the Advisory Committee to the Surgeon General — Smoking and Health. U.S. Department of Health, Education and Welfare, 1964.

YAHRAES, H. *Caring for Your Feet.* New York: Public Affairs Committee, 1963.

SELECTED STUDENT READINGS

General	*Grades*
BAUER, W. W., M. D.; SHACTER, HELEN; WESLEY, WALLACE ANN; and POUNDS, ELENORE T. *Health for All Series.* Glenview, Ill.: Scott, Foresman, 1965.	K through 6
BYRD, OLIVER E., M.D.; NEILSON, ELIZABETH A.; and MOORE, VIRGINIA D. *Laidlaw Health Series.* River Forest, Ill.: Laidlaw Brothers, 1966.	1 through 6

Hallock, Grace T., and Allen, Ross L. *Health for Better Living.* New York: Ginn, 1963.	1 through 6
Irwin, Leslie W.; Farnsworth, Dana L.; Coonan, Caroline; DeKelver, B. S.; and Gavel, Sylvia. *The Dimensions in Health Series.* Chicago: Lyons and Carnahan, 1967.	1 through 6
Lerrigo, Marion; Southard, Helen; and Senn, Milton J.E., M.D. *A Story About You.* Chicago: American Medical Association, 1962.	4, 5, 6
Wilson, Charles C., and Wilson, Elizabeth Avery. *Health for Young America Series.* New York: Bobbs-Merrill, 1968.	1 through 6

Specific*

Cleanliness and Health Protection

	Grades
Kahl, Virginia. *Perfect Pancake.* New York: Scribner, 1960.	1
Sever, J. A. *Johnny Goes to the Hospital.* Boston: Houghton Mifflin, N.D.	2
Showers, P. *Your Skin and Mine.* New York: Thomas Y. Crowell, 1965.	1

Clothing

Bannon, Laura. *Red Mittens.* Eau Claire, Wis.: Hale, 1965.	1
Bright, Robert. *My Red Umbrella.* New York: Morrow, 1959.	1

Nutrition

Allee, V. E. *About Vegetables on Your Plate.* Chicago: Melmont, 1960.	1
Bendick, Jeanne. *First Book of Supermarkets.* New York: Watts, 1954.	1
Colonius, L. *At the Bakery.* Chicago: Melmont, 1968.	2

Dental Health

Schloat, G. Warren. *Your Wonderful Teeth.* New York: Scribner, 1954.	2

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* Referred to in "Suggested Learning Activities"

Mental Health

	Grades
Anglund, Joan W. *A Friend Is Someone Who Likes You.* New York: Harcourt, 1958.	Pre-K
Bell, Gina. *Who Wants Willy Wells?* Nashville, Tenn.: Abingdon, 1965.	1
Brown, Jeanette P. *Keiko's Birthday.* New York: Friendship Press, 1954.	K
Keats, E. J. *Whistle for Willie.* New York: Viking, 1964.	K
Keats, E. J., and Cherr, P. *My Dog Is Lost.* New York: Thomas J. Crowell, 1960.	Pre-K
Monckton, E. *Tim Minds the Baby.* New York: Frederick Warne, 1960.	1
Slobodkin, Florence and Louis. *Too Many Kittens.* New York: Vanguard, 1958.	K

Eyes and Their Care

Borten, Helen. *Do You See What I See?* New York: Abelard, 1959.	2
Showers, Paul. *Look at Your Eyes.* New York: Thomas Y. Crowell, 1962.	1

Ears and Their Care

Borten, Helen. *Do You Hear What I Hear?* Eau Claire, Wis.: Hale, 1966.	2
Brown, Margaret Wise. *Summer Noisy Book.* New York: Harper, 1951.	Pre-K
Brown, Margaret Wise. *Winter Noisy Book.* New York: Harper, 1947.	Pre-K

Safety and First Aid

Barr, Jane. *Fire Snorkel Number 7.* Chicago: Albert Whitman, 1965.	2
Leaf, M. *Manners Can Be Fun.* Philadelphia: Lippincott, 1958.	2
Zaffo, George. *Big Book of Fire Engines.* New York: Grosset & Dunlap, 1964.	2

Exercise, Rest, and Sleep	*Grades*
Bertail, Inez. *Time for Bed.* New York: Doubleday, 1961.	1
Bradbury, Ray. *Switch on the Night.* New York: Pantheon, 1955.	1
Brown, Margaret Wise. *A Child's Goodnight Book.* New York: W. R. Scott, 1950.	K
McNulty, Faith. *When a Boy Goes to Bed at Night.* New York: Knopf, 1963.	1

Human Growth and Development

Gruenberg, S. *The Wonderful Story of How You Were Born.* New York: Doubleday, 1952.	5
Lerrigo, Marion; Southard, Helen; and Senn, Milton J. E., M.D. *A Story About You.* Chicago: American Medical Association, 1962.	4,5,6

Films**

Cleanliness and Health Protection	*Grades*
Al in the Hospital	2
Care of the Skin	5
Cleanliness and Health	6
How Billy Keeps Clean	1
How to Catch a Cold	2
Let's Have Fewer Colds	1
Your Friend, the Doctor	2
Your Friend, the Water: Clean or Dirty	3
Your Health: Disease and Its Control	4

Clothing

Dress for Health	1
On Your Feet	2

Nutrition

Eat for Health	6
Food for Freddy	3
The Digestive System	3

** For detailed description, consult *Instructional Films and Tapes* issued by the Bureau of Audio-Visual Instruction.

Dental Health

	Grades
Teeth Are to Keep	2

Mental Health

Alexander Learns Good Health	3
Beginning Responsibility: Other People's Things	K
Beginning Responsibility: Taking Care of Things	3
Exercise for Happy Living	2
Your Friend, the Doctor	1

Eyes and Their Care

See Better: Healthy Eyes	4
Your Eyes	6

Ears and Their Care

How Quiet Helps at School	1
Your Ears	2

Safety and First Aid

Safe Living at School	4
Safety in Winter	3

Exercise, Rest, and Sleep

Exercise for Happy Living	4
Good Posture	3
Rest That Builds Good Health	4
Sleep for Health	3

Alcohol, Tobacco, Drugs, and Substance Abuse

Alcohol and the Human Body	6
Smoke, Anyone?	5
Smoking and You	5

Human Growth and Development

Boy to Man	5, 6
Girl to Woman	5, 6
Growing Girls	6
The Story of Menstruation	5

Filmstrips***

Dental Health

	Grades
Cutters, Tearers, Crushers, and Grinders	4
Tale of a Toothache	4
The Teeth	1

Mental Health

Getting Along at Home	6
Getting Along with Friends	5
Getting Along with Yourself	5
Growing Up	5
Obedience Pays	K
On the Playground	6
Responsibility	5
Work and Play at School	6

Safety and First Aid

First Aid for Bleeding and Shock	6
First Aid for Bone, Muscle, and Joint Injuries	6
First Aid in Common Emergencies	6
Safe and Sound at School	6

Exercise, Rest, and Sleep

Getting Ready for Bed	1

[***] For detailed description, consult *List of Approved Filmstrips* issued by the Bureau of Audio-Visual Instruction.